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ABSTRACT

This study investigated factors that influence students not to enroll at the Springfield-Clark Joint Vocational School (JVS) and in vocational education at the feeder comprehensive high schools. A cluster sample of 357 nonvocational students was selected from junior English classes from the nine feeder schools and administered a questionnaire. Data were analyzed using the Statistical Package for the Social Sciences. The top five reasons students gave for not enrolling in vocational education were: (1) plans to attend college; (2) career choice limitations; (3) graduation requirements; (4) academic ability of vocational students; and (5) behavior of vocational students. Students reported that they were influenced not to go to the vocational school by (in order) friends, mothers, fathers, and counselors. The study concluded that the image of vocational education and of the Springfield-Clark JVS needs to be improved, since students have negative images of the students enrolled. Recommendations were made to promote the accomplishments of graduates, especially information about graduates going onto higher education. Recommendations also were made to ease the social transition when students change schools to attend the Springfield-Clark JVS, to promote social activities, to increase positive publicity about the JVS, to encourage counselors to recommend the school, to provide new courses such as child care and development and law enforcement, and to provide more information about the JVS to parents. (Forty-one references and the questionnaire are included.) (KC)

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Factors That Influence Students Not to Enroll at the Springfield-Clark Joint Vocational School

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INTRODUCTION

Background and Setting

In the 1986-87 school year there were almost 16 million Americans enrolled in secondary vocational education programs. In Ohio there were 165,639 students or approximately 59% of Ohio's 11th and 12th grade students enrolled in nine vocational programs. Ohio had 119,208 vocational high school students (Grades 9-12) enrolled in the areas of Agricultural Education, Marketing Education, Health Education, Home Economics (Gainful), Home Economics Education, Business Education and Trade and Industry Education. Table A shows the annual enrollment data for Ohio.

TABLE A

Ohio's Total Vocational High School Enrollment

Years	Students
1986-87	119,208
1985-86	120,091
1984-85	124,316
1983-84	130,436
1982-83	135,317
1981-82	140,769
1980-81	147,703
1979-80	151,715

There has been a steady decline in enrollment in vocational programs since 1979. This represents a decline of 21%. When looking only at 11th and 12th grade vocational students enrollment the trend continues.

TABLE B

11th and 12th Grade Enrollment

	Vocational	All Public Schools	% of Market
1986-87	100,281	277,228	36%
1985-86	101,289	270,548	37%
1984-85	105,128	273,328	38%
1983-84	111,162	280,208	40%
1982-83	115,706	288,564	40%
1981-82	120,593	301,721	40%

Table B indicates that there were 100,218 11th and 12th grade vocational students enrolled in vocational programs in Ohio. There has been a steady decline in enrollment for the six-year period 1981-87. Ohio has realized a 17% decline in enrollment in 11th and 12th grade programs in the six-year period. The programs realizing the decline in enrollment include: Agricultural Education, Marketing Education, Health Education, Home Economics (Gainful), Home Economics Education, Business Education and Trade and Industry Education. In comparison, enrollment in Ohio's 11th and 12th grades in all public schools has been declining during the same period. Enrollment was as high as 301,721 in 1981-81 to a low of 177,228 in 1986-87. When comparing the market share of vocational education, that too is on the decline. Vocational students represented 40% of the market share of 11th and 12th grade students in the public schools in 1981-82. In 1986-87 that share was 36%.

Vocational education can offer its graduates advantages over graduates from a general curriculum. Desey, Mertens & Gerdner (1984) concluded that vocational graduates have an advantage in long term earnings over graduates of the general curriculum.

Ghazahah (1987), found that vocational graduates enjoy a higher immediate income and experience fewer days of unemployment than graduates of the general population. For youth aged 21 and under, the general unemployment rate is at 18.8%, while vocational completers of job training progrms experience only a 8.3% unemployment rate (Department of Education, 1988). Other benefits that vocational graduates receive include an eight times higher self-employment rate (The National Commission on Secondary Vocational Education, 1984).

Vocational education currently prepares students for 26 of the 37 occupations the U.S. Bureau of Labor Statistics identified as those expected to have the largest growth between 1984-1995 (Department of Education, 1988). Currently 80% of the jopbs in the United States do not require a college degree (National Commission on Secondary Vocational Education, 1984). Sixty percent of vocational graduates go on to some form of postsecondary training, and fifty percent of those go on to a four year college. If vocational education offers its graduates higher wages, l wer unemployment, a chance to be trained in an expanding field, as well as a sixty percent probability of postsecondary training, then why is Ohio's enrollment declining?

Ginsberg (1951) stated that, "Occupational developent is an ongoing, continuous, generally irreversible, orderly, patterned and dynamic process, which involves interaction between the individual's behavioral repertoire and demands made by society, that is by developmental tasks." (p. 239) Ginsberg states that occupational development is a continuous process that is

influenced by a variety of sources. If the sources or barriers that block students from enrolling in vocational education were identified, then administrative personnel could utilize this information in evaluating and planning for their marketing and recruitment efforts. Effective strategies could be developed in order to recruit more students from general and college preparatory curriculums into a vocational education curriculum.

PROBLEM STATEMENT

This study investigated factors that influence a student not to enroll at the Springfield-Clark JVS and in vocational education at the feeder comprehensive high schools. Given that students can self-select a curriculum for their high school years, one needs to identify reasons for not selecting a vocational program. Many students enroll into an academic (college prparatory) or into a general education curriculum instead. The purpose of this study was to identify reasons why high school students elect not to enroll into vocational curriculums.

Research Objectives

1. To describe the characteristics of the students (gender, race, curriculum choice, place of residence) who chose not to enroll into a high school vocational curriculum.
2. To describe the reasons students give for choosing not to enroll into vocational education classes and not to enroll at the Springfield-Clark JVS.
3. To describe students' images of vocational education and the Springfield-Clark JVS.
4. To determine the relationships between student characteristics and reasons for not choosing to enroll in vocational education and the Springfield-Clark JVS.
5. To determine who influences students to make decisions not to enroll in the Springfield-Clark JVS.
6. To determine how informed students are regarding vocational education class offerings.

7. To determine the future occupational choices of students.
8. To determine the future educational choices of students.
9. To determine if additional course offerings at the Springfield-Clark JVS would encourage enrollment.
10. To determine if alternative delivery systems at the Springfield-Clark JVS would encourage enrollment.

Definitions

Parental Influence

Refers to the degree or extent to which parents influence, support, assist, plan, desire, or encourage the respondent to seek or possess high levels of achievement or goals. (Mima, 1978)

Vocational Curriculum

A student enrolled in this curriculum has spent a considerable proportion of time and in vocational course work as compared with the basic skill development that is presumed to be the major function of academic and general education. The average vocational concentrator will have spent about 10 percent of his or school time in vocational courses. Students who concentrate in a vocational specialty average 6.3 Carnegie Units of vocational course work upon graduation from high school. A c concentrator is defined as a person who does not necessarily use all electable credits in the vocational specialty, but uses a substantial majority of them. Vocational students take a substantial number of courses in vocational education and develop a concentration in one area. The average vocational concentrator

will have spent about 10 percent of his or her school time in vocational courses. Students who concentrate in a vocational specialty average 6.3 Carnegie Units of vocational course work upon graduation from high school. A concentrator is defined as a person who does not necessarily use all electable credits in the vocational specialty, but uses a substantial majority of them.

The vocational student, as a junior in high school, will have been enrolled in at least 2 continuous years in a vocational specialty program area. It is realistic that the vocational student, as a junior, will have accumulated 2 - 2.5 Carnegie Units of vocational course work. Vocational specialty program areas include: vocational agricultural education, home economics education, business education, marketing education, trade and industrial education, and health and safety services education.

Academic (College Preparatory) Curriculum

A student enrolled in this curriculum is taking course work to prepare for entry into a 4-year college or university. In October of their junior year they usually tke the PSAT, while in the Spring they will take the ACT or SAT. These tests are required for admission into major colleges and universities. Courses selected by students enrolled in an academic curriculum include: consumer math, general math, general science, life science, earth science, industrial arts, general accounting and/or typing, General track students average 4.6 vocational credits upon graduation from high school.

Limitations

The population studied was non-vocational eleventh grade students from the nine comprehensive feeder schools to the Springfield-Clark JVS. Students were selected through random cluster sampling techniques, using selected intact English classes. The population was subject to sampling error. The results of this research cannot be generalized to students in other parts of Ohio because of the population studied and the chance that the sample was not representative of the entire population. These results can only be generalized to the population sampled.

This study looked at selected variables that affect students' decision to not enroll in vocational education and the Springfield-Clark JVS. There may be other barriers that influence students that were not explored.

The respondents may have been more sensitized to the thoughts about the image of vocational education and the Springfield-Clark JVS that were listed in the questionnaire. Several potential reasons for not enrolling were listed on the questionnaire that may have prompted students' written responses.

Significance of the Problem

The information highlighted in this study will be useful to the superintendents, directors, principals and counselors at each of the ten schools. Those involved directly with marketing and recruitment efforts for vocational education will benefit most from the findings. Those involved in proposing new courses and

new delivery systems will also find the results useful. Strategies can be developed in order to break down the barriers that were identified by the high school students in this study.

It is hoped that by following the findings and recommendations of this study, administrators will be better able to promote vocational education. Guidance counselors will be made more aware of what factors influence students not to enter into a vocational curriculum. Hopefully, they will be able to use this information to better discuss curriculum choice with eighth, ninth, and tenth grade students.

It is possible that a more aggressive marketing campaign will be designed for vocational education in this VEPD. Recruitment figures could be expected to be more optimistic following such a campaign.

REVIEW OF LITERATURE

Introduction

Ginzberg (1951) believed that career development was an ongoing continuous process. Ginzberg also believed that it was a process that involved choices. In order to better understand the process that one encounters when making a decision, Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman and Prouvus (1971) developed the Decision Making Process. The steps in the process include the following:

1. Becoming aware that a decision is needed
2. Designing the decision situation.
3. Choosing among alternatives
4. Acting upon the chosen alternative.

In this model, the decision making process is hierarchical. Any single decision may be factored into several processes of lower ordered decisions. These lower ordered decisions may also be factored. In any decision, each stage may include many microscopic choices, each of which was part of the decision making process. Stufflebeam's et al. (1971) explanation of the decision making process fits together with Ginzberg's career development theory. Both theories suggest that any decision is an on going task that is comprised of many parts and is not a single decision.

The choice to enter into vocational education is a choice toward choosing a career. Stufflebeam et al. would agree that the career choice is a decision that would follow the four steps of the decision making process.

There are several decision making hypotheses on career choice that help explain the process of choosing a career. Miller (1985) summarized the most prominently accepted theories into four categories.

Personality Theory

Personality theories involving personal characteristics that emphasize student interests, achievements, and aptitudes and how they influence career decisions. Environmental factors are of major importance in these theories. A student's personality is determined by environmental influences such as parents, peers, co-workers and friends. Career decision making is viewed as a process where students with a particular personality select a work environment that compliments their personality.

Theories that involve personal characteristics do not involve characteristics such as values, personality, or self-concept. These theories also do not explain how career development or growth occurs, or describe career changes related to life periods.

Sociological Theory

Sociological theories stress environmental factors that influence career choice. The theory relates factors such as parents' occupation, income and education of parents, sex, race, ethnic group, religion, place and type of residence, family size and stability, and school and community environment to a career choice. These characteristics set boundaries and influence personality and the range of options which are available to the

individual.

The sociological theory does not provide for personal factors such as family, peers and friends influence. It also does not provide explanations for growth and development.

Developmental Theory

The developmental theories have their origin in psychology. Developmental psychologists believe that career development is a process which starts at birth and continues throughout a person's life. They assume choices are made only a few times during an individual's life. At the elementary level, general occupational understanding is emerging along with a student's awareness of his interests and abilities. At the high school level, students become aware that career choices are needed and explore a variety of opportunities and make initial career decisions.

Environmental factors are also considered an important aspect in career development. This theory suggests that people have unique characteristics and can be satisfied and successful in several different occupations. Self-concept is also viewed as a major factor in career development.

Decision-Making Theory

The decision making theories match personal traits to occupational factors. This type of theory assumes that personal values are a major factor and will influence and guide the decision process.

Career decision making is a systematic lifelong process that can be described and learned. The steps involved in career decision making parallel those of general decision making described by Shufflebeam et al. (1977) The process begins with an individual recognizing that a decision needs to be made. Next, they clarify their values to guide the process. The third step involves identifying all decision alternatives and evaluating each alternative according to potential gains, cost, time, money, effort and probability of success. An individual will then select and implement a choice.

The four theories place each researcher's hypothesis concerning the career decision process into a specialized group, depending on the perspective of the researcher. Hoppock (1957) reviewed and analyzed over a dozen theories of occupational choice and development, including those of well known authorities such as Ginzberg, Tiedmion, Holland, Roe and Super.

Hoppock says, "The existence of several conflicting theories suggests the possibility that there may be some truth in all of them. The principle of individual differences, so familiar to counselors, suggests the same possibility. One theory may explain the behavior of some persons, but we may need another theory to explain the behavior of others." (25, p. 113)

Zacceria (1965) commented on Hoppock's theory. He states, "The central focus of this theory is upon the process of choosing an occupation, the factors influencing the choice and the adequacy of the choice as measured by need satisfaction, success, or personal adjustment." Just as Zacceria believed that there were factors influencing career choice, Super (1963) believed that at each turning point in career decision making, an internal (personal) or external (environmental) force influenced that decision. The concept of career decisions being influenced is again reinforced by Ginzberg (1951). Ginzberg believed that occupational choice is influenced by both standards of the community and by internal impulses.

Super, Ginzberg and Zacceria's suggestion along with the characteristics described by Miller's summary of career decision making theories, list a wide array of factors that may influence career decisions. Lam's (1982) classification was used to describe the barriers that influence the student's decision not to enroll in vocational education. This classification divides the reasons into three main categories. The first category is intrapersonal reasons which includes attitudes, perceptions, images, motivation, career maturity and value systems. The second sub-category is influence of parents, friends, counselors, neighbors, teachers and other relatives. The final category is remote external reasons which include socioeconomic status, parental income and parental educational levels.

Intrapersonal Reasons

Career Maturity

The concept of career maturity was introduced by Super (1955). Super defined career maturity as the repertoire of behaviors that help identify, choose, plan and execute career goals, being at an average level in career development for one's age. Super (1963) also considered congruence between vocational behavior and expected vocational behavior at that age. Since Super introduced the concept of career maturity he completed another 1960 study where he found that there was no significant relationships between age and career maturity, but that there is a significant relationship between grade and career maturity. The problem in career maturity arises when students are asked to make a choice too soon. Herr (1970) states that the complexity of the factors involved in a career choice make it impossible for students to make realistic choices until they are seniors in high school or after high school. Vocational school directors also state that students were neither knowledgeable enough about careers nor mature enough to make appropriate career decisions (O'Neill 1985). The choice to enter into a career that vocational eduction has to offer is made at the end of the tenth grade year. According to Herr and O'Neill this choice is an unrealistic one and one that a student is not mature enough to make realistically.

Images, Perception and Attitudes

An individual will reject an activity that has had a

negative image or words associated with that activity (Social Learning and Career Decision Making (1979). The National Commission on Secondary Vocational Education showed that the general perception of vocational education to be a dumping ground stigmatized by only having less able students. This image is only reinforced by teachers of sending schools that have a negative image of vocational schools and believe students who attend are not accepted by their peers (O'Neill 1985). O'Neill also discovered that directors of vocational schools believed negative attitudes towards vocational education causes difficulties in recruitment and selection of students.

When students were asked if they did not attend the skills center because they believed it was for potential dropouts, 79% disagreed. The nonattenders indicated that the Skills Center image was good. The students interviewed did not feel that the Skills Center was for potential dropouts or necessarily for noncollege bound students (Abendroth 1985). When students were asked to self-report on the image of vocational education they rated it as either positive or very positive (Duebe 1987). Dube did find that even though students did have an overall positive attitude toward vocational education, 51% believed that their friends had a negative image of vocational education. He believed that this negative image contributed to students not enrolling in vocational education.

Motivation and Value Systems

A person will choose a career or occupational goal which

will maximize his gains and minimize his losses. These gains and losses include money, prestige, power, and other internal motivational factors (Herr 1970). Other psychologists and sociologists have developed theories which explain occupational choice as a means of satisfying needs such as:

- o Self preservation
- o Independence
- o Security
- o Welfare of one's children
- o Socioeconomic status
- o Prestige
- o Service to humanity
- o Achievement
- o Dominance
- o Power
- o Creativity
- o Challenge

People assess the compatibility of the occupation with their image of who they would like to be and how much effort they are willing to exert to enter those occupations (London 1970). Occupational images are obtained as generalizations a person makes about a particular occupation. The term "occupational image" refers to the occupational stereotype derived from the observation of the following five items (London 1970):

- o Personalities of people in those jobs
- o Type of work they do
- o Type of lives they lead
- o Rewards and conditions of the work
- o Appropriateness of the job for different types of people

Ginzberg (1951) believes that once a student has pursued a vocational course of study for two years, the likelihood of his considering college is decreased because of the difficulty of preparation. When students were questioned concerning the vocational school, 35% believed that it was for non-college students and therefore chose not to enroll (Abendroth 1985).

Students may believe that vocational education is for non-college students but vocational graduates tend to fare much better in post secondary education than generally recognized (Campbell 1986). Herr (1983) found that 75% of vocational students had plans for further education or training after graduation. Sixty percent of vocational graduates actually do go on to further training and 50% of those attend a four-year college (Department of Education 1988).

Prestige of a potential job will also help determine if a student will choose that occupation. Vocational education tends to train for jobs of low prestige (Gottfreson 1981).

Immediate External

School Factors

Forty-three percent of non-vocational students said they had considered taking a vocational course of study (Jacobs 1975). The major barriers that blocked their entrance into vocational programs were graduation requirements and college entrance requirements. Eighteen percent of the 43% that had considered vocational education were discouraged from entering because of classes they needed for graduation. In 1985, after graduation requirements were increased to 22 credits, 12 out of 50 states reported decreased enrollment. Ohio's vocational eduction enrollment declined by 65,863 students and 60% of the students' school day is used for academic/core curriculum leaving 34% for all electives. More time during the day is being spent in academic areas while the largest time decrease is in vocational

areas. This decreased time has had an impact on vocational classes offered, enrollment, student interest, teacher hirings, teacher removal, budgeting (Smith 1987).

Jacobs' (1975) West Virginia study found that traveling to another school was a prominent immediate external factor that caused students not to enroll in vocational education. Seven percent of those students that had considered vocational education, choose not to enroll because they did not want to take the bus to school. Scalon's (1984) research reinforced Jacobs' findings and concluded that transportation, busing and distance, discouraged students from enrolling in vocational education. Other factors associated with leaving the home school that discouraged entrance into vocational education include, leaving friends, exclusion from extra-curricular activities, and leaving the home high school (Jacobs 1975).

Curriculum is another immediate external school factor that discourages student enrollment into vocational education. Jacobs found that lack of desired curriculum and denial of entrance into a curriculum of choice discouraged 7% of potential students from enrolling into vocational education.

Influence of Significant Others

An individual is less likely to express a preference and more likely to express a rejection for an activity or field of study that has had consistently negatively expressed opinions from a valued person (Social Learning and Career Decision Making, 1979). This theory suggests that if a valued person has a

negative view of an activity, students are less likely to become involved in that activity.

Teachers

The results concerning the influence of teachers on student choice to enter into vocational education are conflicting. Dube (1987) found that teacher's affect upon students does not influence their entrance into vocational education. He found that only 4% of teachers discourage entrance into vocational education, while 72% were neutral and 12% encouraged enrollment. Beukes (1986) also found that teachers have little or no influence on students' career choices and occupational development.

Conflicting research concerning teacher influence was completed by Herr (1987) and Lejlune (1977). Herr found that students will seek the advice of a teacher before enrolling in vocational education. Lejlune concluded that teacher contact with potential vocational students is a recruiting technique for vocational education.

Parents

Parent-child interactions are the crucial variable in the development of personality traits which influence later vocational behavior (Osipow 1985). The findings on parental influence were inconsistent. Students seek parental advice before entering into vocational education (Herr 1987). Herr also found that parents have less influence than they believe, and students and parents disagree on the amount of influence parents

actually have. Otto (1987) and London (1970) also found that parents are the most influential factor when it concerns vocational education and career development.

"Parents have no influence on their children's decisions involving career choice" (Beukes 1986). Reynolds (1976) agreed with Beukes and concluded that parents have little influence on their children's career choice.

Friends and other students

Eighty-nine percent of friends will try to discourage a student from entering into a vocational program while only 14% will try to encourage a student's enrollment (Dube 1987). Students will seek the advice of a friend before entering into vocational education (Herr 1987). While Herr found that students may seek the advice of a friend before making the decision to enter into vocational education, Beukes (1986) and Reynolds (1976) found that friends and other students had no influence on vocational choices and decisions involving vocational enrollment.

Counselors

Counselors do not see vocational education as the only educational option nor do they see it as their duty to persuade students toward one curriculum choice or the other. The counselors see career decision as the responsibility of the student and the parent (Herr 1987). Herr also found that students are likely to seek advice from counselors before entering into vocational education. Conflicting results were reported by Reynolds (1976), Bently and Hemp (1958) and Beukes (1986). They concluded that counselors and guidance programs had

little or no influence on students' decision to enroll into vocational education.

Other relatives

Relatives other than parents moderately influenced a child's career choice (Bentley and Hemp 1958). Forty-eight percent of the College of Agriculture freshmen at Purdue and Illinois Universities reported that relatives other than parents moderately influenced their career decisions. Conflicting research reported by Herr (1987) found that relatives, other than parents, are not asked for advice concerning vocational decisions.

Remote External Reasons

Socioeconomic Status

Several studies have found that there are significant differences among high school students (Bragg, Parks, Daumen, Campbell, 1966; Campbell, Orth, Spitz, 1981). One of those differences is the students' socioeconomic status (SES). Campbell et al, (1987) noted that a higher proportion of low SES students are enrolled in vocational curriculums than general or academic. Holland (1985) implied that vocational interests flow from a person's life history and personality. SES is an important factor in understanding the reasons students choose not to enroll in vocational education.

PROCEDURES

Research Design

This project was developed as a descriptive survey research design. Relationships among variables were explored. The sample was described in terms of student characteristics such as gender, race, curriculum choice and place of residence. The students responded to a questionnaire in order to identify their images of vocational education and the Springfield-Clark JVS. They also indicated who influenced them in making a decision to not enroll at the JVS. Additional questions addressed students' knowledge about vocational classes, reasons for not enrolling in vocational classes, future plans after graduation, suggestions for additional courses and views on alternative delivery systems.

Subject Selection

The population used in this study was all non-vocational 11th grade students in the nine comprehensive feeder schools for the Springfield-Clark JVS during the 1989-90 school year. The schools included: Springfield City (South), Springfield City (North), Southeastern, Northwestern, Northeastern, Kenton Ridge, Tecumseh, Greenon and Shawnee. A random cluster sampling technique was used, selecting students from intact English classes. English classes were selected at random, proportional to the size of each feeder school. The entire population for the nine schools was estimated to be 1,840. Using the formula to determine sample size in order to be representative of the given population, (Krejcie & Morgan, 1970), it was determined that 317 students would be needed for the sample. The margin or error in

the selection of the sample size was plus or minus 5%.

The actual number of students completing a questionnaire consisted of 357 students. All non-vocational 11th grade students present on the day of the data collection were surveyed. All responses were coded into a computer from the completed questionnaires. Unanswered items were coded as missing data.

Since only non-vocational, 11th grade students were needed for the survey, students were sorted by curriculum choice. A procedure was developed to sort the vocational curriculum students, academic curriculum students and general curriculum students. All guidance counselors were requested to assist in sorting the students by curriculum choice. The "Curriculum Choice Classifications Guidelines" (Appendix A) was sent to the counselor.

Instrument Development

Factors that influence a student to not enter into a high school vocational curriculum came from a student questionnaire that was developed following the principles outlined by Dillman (1978). A similar questionnaire was used in a study in 1988 in a study conducted in southwest Ohio (Factors That Influence a Student Not to Enter Into a High School Vocational Curriculum). The student questionnaire (Appendix B) was modified as a result of a meeting between six administrators at the Springfield-Clark JVS and the principal investigator (Rossetti) on April 6, 1989. Input was received from school administrators and additional questions were added. Faculty at The Ohio State University were consulted to review the questionnaire and made futher

improvements on format.

Content validity was established on the original questionnaire by panels of experts composed of university faculty, vocational researchers and graduate students. Reliability was determined on the original questionnaire using test-retest procedures. The new instrument was pilot tested at Westerville North High School. An 11th grade English class was selected to complete the questionnaire. Students were encouraged to ask questions if they did not understand a question. No difficulties in interpretation occurred during the pilot test. After the pilot test, the instrument was mailed to the JVS for printing. The administration of the questionnaire was coordinated by personnel at the Springfield-Clark JVS. Completed questionnaires were delivered to OSU for processing.

Data Analysis

All completed questionnaires were coded and the data was entered into a personal computer by three research assistants. The Statistical Package for the Social Sciences was used on the OSU mainframe computer to analyze the data.

Descriptive statistics were employed in order to describe the sample. Analysis of variance was computed to describe difference in perceptions of vocational education and the Springfield-Clark JVS among schools and students, possessing different characteristics. Frequencies and measures of central tendency were computed. For the open-ended responses, data were analyzed by summarizing the responses into categories. Frequencies and percentages were computed for each category.

RESULTS

Description of the Sample

There were nine comprehensive high schools in the population serving as feeder schools for the Springfield and Clark County Joint Vocational School (Springfield-Clark JVS). The schools participating in the research included: Springfield City (South), Springfield City (North), Southeastern, Northwestern, Northeastern, Kenton Ridge, Tecumseh, Greenon and Shawnee. The sample consisted of 357 students. The sample was selected by taking a cluster sample from intact junior English classes at each of the home schools. Ninety percent of the sample were juniors, while seven percent were sophomores. Three percent of the sample did not indicate their grade level in school. The total population estimate of 1,840 students was based upon vocational education planning district information from the 1988-89 ADM count for sophomores. Data was collected in the Spring of 1990. Table 1 shows the breakdown of students participating in the study by school.

Table 1

Schools in the Study

	Sample Respondents	
	f	%
Northwestern	32	9.0
Tecumseh	36	10.1
Southeastern	21	5.9
Greenon	39	10.9
Kenton Ridge	25	7.0
North	71	19.9
South	80	22.4
Shawnee	28	7.8
Northeastern	25	7.0
Total	357	100%

Curriculum Choice

Students enrolled in the 11th grade class were sorted by curriculum choice. Refer to Table 2 for the breakdown of students by curriculum choice. The two curriculum choices were academic (college preparatory) and general. Refer to "Curriculum Choice Classification Guidelines" in Appendix A for definitions of curricula. Thirty-eight percent of the sample were enrolled in an academic curriculum, while sixty-two percent were enrolled in a general curriculum.

Table 2

Students' Curriculum Choice

	Academic		General	
	f	%	f	%
Northwestern	14	44%	18	56%
Tecumseh	1	3%	35	97%
Southeastern	0	0	21	100%
Greenon	3	8%	36	92%
Kenton Ridge	12	48%	13	52%
North	24	34%	47	66%
South	27	34%	53	66%
Shawnee	28	100%	0	0
Northeastern	25	100%	0	0
Total	134	38%	223	62%

Gender

Table 3 shows the gender of the students in the sample. Forty-five percent of the sample was female, while fifty-five percent was male.

Table 3

Students' Gender

	Female		Male	
	f	%	f	%
Northwestern	14	44%	18	56%
Tecumseh	15	42%	21	58%
Southeastern	4	19%	17	81%
Greenon	19	49%	20	51%
Kenton Ridge	11	44%	14	56%
North	33	47%	38	53%
South	40	50%	40	50%
Shawnee	17	39%	11	61%
Northeastern	12	48%	13	52%
Total	159	45%	198	55%

Race

Students' race was tabulated (Table 4) indicating that 82.3% of the sample are White (Caucasian), 13.2% are Black, 2.3% are Other, 1.7% are Native American, 0.3% are Hispanic and 0.3% are Asian.

Table 4

Students' Race

	White	Black	Other	Nat.Am.	Hispanic	Asian
	%	%	%	%	%	%
N. W.	88	3	6	3	0	0
Tecumseh	94	0	3	3	0	0
S.E.	76	14	0	10	0	0
Greenon	97	3	0	0	0	0
Kenton R.	100	0	0	0	0	0
North	83	13	3	1	0	0
South	54	41	2	1	1	1
Shawnee	96	4	0	0	0	0
N.E.	92	0	8	0	0	0
Total	82	13	2	.3	.3	.3

Residence

Students were asked to indicate where they live. Table 5 illustrates that 6.5% of the sample live on a farm, 27.6% live in a rural area, but not on a farm, 17.2% live in a suburb of a town or city and 48.7% live in a city or town. A total of 355 students responded to this question. Students attending both North and South High Schools lived in the city. Students attending Northwestern and Northeastern lived in the more rural or farm areas. Students from Shawnee tended to live in rural areas, while those from Kenton Ridge were from the suburb.

Table 5

Students' Place of Residence

	Farm		Rural		Suburb		City	
	f	%	f	%	f	%	f	%
Northwestern	5	16%	18	56%	3	9%	6	19%
Tecumseh	2	6%	8	23%	11	31%	14	40%
Southeastern	6	29%	7	33%	2	9%	6	29%
Greenon	1	3%	18	46%	13	33%	7	18%
Kenton Ridge	1	4%	5	20%	16	64%	3	12%
North	1	1%	2	3%	3	4%	64	92%
South	2	3%	2	3%	6	7%	70	87%
Shawnee	2	7%	19	68%	6	21%	1	4%
Northeastern	3	12%	19	76%	1	4%	2	8%
Total	23	6.5%	98	27.6%	61	17.2%	173	48.7%

Reasons for Not Enrolling in Vocational Education

The 357 students in the sample were asked to respond to an open-ended question concerning their reasons for not enrolling in a vocational education class. Students could list as many reasons as they desired. When the data were analyzed, 392 reasons were listed. Twenty categories were developed and are listed below in rank order, along with direct student quotes and the percent of responses in each category.

1. **The JVS didn't offer what I'm interested in.**
   "No advanced courses there." Would not have been able to get all of my required courses there." It didn't offer what I am interested to take." "JVS did not appeal to me." "I have no use for vocational school." "I didn't feel that I should take a school that doesn't have what I want." "Wasn't interested."

   17%

2. **I want to go to college.**
   "I need to go on to college which will require classes not offered at JVS." "It didn't meet the requirement I might need to get into college." "I plan to go on to college." "Enroll in college prep. classes to set myself ready for college." "Planned on going to 4 yr. college."

   15%

3. **Vocational education narrows my career choices.**
   "Not all classes were at JVS." "It didn't offer enough credits." "Vocational education is not an overall education."

   10%

4. **Vocational education does not meet college requirements.**
   "No college preparatory courses." "It doesn't prepare you for college." "I may not get all the college prep. classes." "Courses like foreign languages and higher math were not offered." "I wanted to attend a good 4 year college and I didn't feel vocational school would get me there." "I wanted to get all of the college level classes I could, so that I could be better prepared for college." "I thought it would mess you up when you go to college."

   9%

5. **I didn't want to leave my friends.**
"I would rather stay here with my friends." "I want to stay with my friends and in the band." "Wouldn't see my friends." "I didn't want to go. I didn't want to leave my friends or my school."

9%

6. **I did not want to change schools.**
"I enjoy where I'm right now." "I'd rather stay at my home school and be with my friends." "I didn't want to adjust to another school." "Just didn't want to. Miss the fun." "I am involved in sports and would rather go to school with my team mates." "It would be too much trouble to adjust to a new school."

6%

7. **No reason. I never thought about it.**
"I didn't even think about JVS, want to become a trashman." "Just didn't think about it." "Do not really know." "Didn't think about it."

5%

8. **I have a poor image of the vocational students.**
"Because my mom told me that it was for kids who was mostly drop-out." "I dislike farmers and I hate dirts." "JVS is nothing but punks." "Dirty people go there." "Too many druggies." "Heard it was for dumb people and what goes on there is fights." "The dress code. The people who go there." "All that go there are a bunch of burnouts and druggies who want to find an easy way out." "Nothing but punks there."

5%

9. **There was a lack of information about the JVS.**
"Never heard of it." "I just moved here from Wyoming. I have never heard of it." "Don't know enough about it." I lived overseas in Spain and nobody ever explained it to me." "Didn't know much about the subject." "Was never told much about it."

5%

10. **I just did not want to go.**
"I didn't want to. Wasn't interested."

4%

11. **JVS classes are too easy or not challenging.**
"It's a bunch of hoods out trying to get a free ride thru school." "The programs are weak." "Not challenging." "Not enough academic learning." "My grades are good. I can't get the profession I want for my future here." "Too much screwing around in the classes out there." "The curriculum seemed rather cheesy."

3%

12. **Parents advised me against enrolling in vocational education.**
"My parents didn't give me much choices on what classes I take." "Parents didn't want me to attend because reputation you get when you go there." "Parents wouldn't allow me to."

3%

13. **Poor image of the vocational school.**
"I feel that JVS is the next thing after dropping out of high school." "Didn't want to go to JVS because it is a hole." "Because it is a worthless school." "I feel that JVS is the next thing to dropping out of high school." "Did not want to go because of trouble at the vocational school." "Too much racial problems there. Didn't see anyone who graduated from there get a job."

2.50%

14. **There were scheduling problems.**
"Because I couldn't fit JVS classes into my schedule." "I couldn't fit JVS classes in my schedule 'cause of college prep. classes."

2%

15. **Vocational education is expensive.**
"It cost too much to enroll in the JVS and my parents don't have the money!" "Not having the money to pay for the materials needed for the classes."

2%

16. **I plan(ned) to attend vocational education.**
"My father said I should wait until I was out of school." "At one time I was going to take classes there, and probably should have."

1%

17. **My counselor advised me not to attend.**
"My counselor said no."

1%

18. **I should have enrolled.**
"At one time I was going to take classes there, and probably should have."

.50%

19. **Vocational education is too difficult.**
"I could not get in because of my credits." "I do not have enough credits." "My grades were not good enough." "I hadn't took health so they wouldn't accept me."

.50%

20. **Vocational education is a waste of time.**
"I have no use for vocational school."

.50%

Table 6 summarizes in rank order, the 14 reasons for not enrolling in vocational education at their home school. Students were to indicate the extent of agreement with each statement. They could indicate from among the following categories: no concern, little concern, some concern, great concern or I did not think about it. The responses were coded 1 for no concern along a continuum to 4 for great concern. " I did not think about it" was coded separately.

Table 6

Reasons for Not Enrolling in Vocational Education

Rank Order	Reasons	Mean	Extent of Concern				
			*NC	LC	SC	GC	N/A
1.	Plans to attend college	3.18	15%	6%	15%	52%	11%
2.	Career choice limitations	2.91	15%	16%	21%	37%	11%
3.	Graduation requirements	2.59	26%	13%	18%	29%	15%
4.	Academic ability of vocational students	2.39	21%	22%	22%	15%	20%
5.	Behavior of vocational students	2.32	28%	15%	16%	19%	21%
6.	Image of program quality	2.27	19%	29%	20%	10%	21%
7.	Association with vocational students	2.17	27%	23%	18%	11%	20%
8.	Others students' opinions of vocational students	2.15	30%	20%	17%	13%	20%
9.	Image of teacher quality	2.12	26%	20%	17%	9%	27%
10.	Scheduling problems	2.11	33%	17%	15%	13%	20%
11.	The cost of vocational education	2.06	35%	15%	12%	14%	24%
12.	Teachers' opinions of vocational students	2.00	28%	24%	13%	7%	27%
13.	Membership in the vocational youth organizations	1.91	31%	16%	12%	7%	34%
14.	Difficulty of vocational courses	1.69	43%	20%	10%	5%	21%

* NC = No Concern
LC = Little Concern
SC = Some Concern
GC = Great Concern
NA = I did not think about it

The most popular reason for not enrolling in vocational education was that students were planning to attend college. The mean score for that reason was 3.18, indicating that students had some concern about their plans to attend college as being a reason for not enrolling in vocational education. Students indicated little to no concern about the difficulty of vocational courses as being a reason for not enrolling in vocational education.

Vocational Classes at the Home School

Students were asked to think back to the time when they decided what classes to take in high school. They were asked to indicate how informed they were about vocational classes offered at their home school. Eleven percent (37 students), responded by indicating that they were not informed at all. Sixty-one percent (216 students) indicated they were slightly informed. Twenty-eight percent (100 students) indicated they were very informed.

Another question asked the students if they ever seriously considered enrolling in vocational classes at their home school. Forty-two percent (148 students) indicated they had considered enrolling, while fifty-seven percent (205 students) said they had not considered enrolling.

Reasons for Not Enrolling at Springfield-Clark JVS

Table 7 lists the reasons, in rank order, students do not enroll at the Springfield-Clark JVS. Ten reasons were presented to the students. They were asked to indicate the extent of

agreement with each item. The categories included: no concern (coded 1), little concern (coded 2), some concern (coded 3), great concern (coded 4) and I did not think about it (coded separately). The most popular reason for not enrolling at Springfield-Clark JVS was that the home school will better prepare a student for college. Students indicated that they had some concern that this was a reason for not enrolling at Springfield-Clark JVS.

Table 7

Reasons for Not Enrolling at Springfield-Clark JVS

Rank Order	Reasons	Mean	Extent of Concern *NC	LC	SC	GC	N/A
1.	Home school will better prepare a student for college	2.97	18%	10%	12%	44%	15%
2.	Unwilling to leave my friends at my home school	2.82	20%	12%	18%	36%	13%
3.	The programs offered at the JVS	2.42	28%	15%	19%	22%	15%
4.	The image of the JVS	2.31	25%	21%	19%	16%	17%
5.	Association with students from the JVS	2.25	28%	23%	18%	15%	15%
6.	Loyalty to my home school	2.15	35%	16%	11%	18%	19%
7.	Unable to participate in extracurricular activities	2.02	44%	11%	10%	14%	20%
8.	Unable to participate in sports at my home school	1.93	41%	13%	10%	17%	19%
9.	Difficulty with transportation to the JVS	1.80	45%	15%	9%	10%	19%
10.	Classes are out too late in the day at the JVS in order to work after school	1.79	41%	15%	9%	8%	26%

* NC = No Concern
LC = Little Concern
SC = Some Concern
GC = Great Concern
N/A = I did not think about it

Thoughts About Vocational Education

Students were asked to respond to an open-ended question regarding their thoughts when they think about vocational education. The 357 students could list as many thoughts as they wished. There were a total of 302 thoughts listed. They were categorized into positive, negative, and neutral thoughts. Thirty-six percent of the thoughts were positive, forty-seven percent were negative and seventeen percent were neutral. The categories are listed below in rank order, along with student quotes and percentages in each category.

Thoughts When I Think About Vocational Education

Positive 36.4%

1. **Vocational education is fine for students who do not go on to college.**
   "I feel it is good for people not planning to go to college. Vocational education is fine if you are not planning to go to college. It is good because it helps students not planning on going to college." "I think it would be a great opportunity for someone that wants to work instead of going to college. Excellent program for an individual who does not intend to go to college." "I think of someone who doesn't want to go to college, but still has a career goal."

   11.7%

2. **Vocational education provides a good learning experience and opportunity.**
   "A further learning experience in a particular field and idea of how it's going to be once you get out of high school. It is great, a good idea for experience. It also helps become better and broaden your future career." "A very good opportunity for those students wanting to have a skill in a particular job. The program allows students to have experience." "I feel like it's better because you get chances or experience, not everything you learn comes from memorizing a book."

   5.3%

3. **Vocational education trains students for a specific type of career.**
"It is a place where people go to have hands-on training in a certain field that they wish to make a career." "I think that vocational education is a way of teaching students for a specific career. It is a great program that trains you in your career." "I think you would get a lot of training you need for your career."

4.6%

4. **Vocational education helps a student become better qualified for a career.**
"I think it is good if you want one of the courses to take to become better qualified for a job." My thoughts of vocational education is that you probably learn a lot about the field of work you choose." "A school where one can learn more and more of his career."

4.3%

5. **Vocational education prepares students for a career directly after high school.**
"Learning a specific trade so that you can work as soon as you get out of high school." "I think it is good if you want one of the courses to take to get a better job." Training in one specific subject and then getting a job right out of high school."

3.3%

6. **Vocational education could help you in the future.**
"I think vocational education is good if you know what you are going to do in the future." "Courses that help you get the requirement for a good job in the future." "I think it is a good program for those who have confidence in their future plans."

2.6%

7. **Vocational education is interesting, fun or exciting.**
"I think it could be fun but I will miss my friends. It will be fun." "Exciting experience; new people; money." "All kinds of different classes and fun."

2.6%

8. **I want to or plan to take vocational education courses.**
"If vocational education offered what I wanted, I would probably go but the courses they offer now are not for me." "I'd like to go but I don't think my parents will give the money to me. I don't think my artistic ability is good enough now." "It would be great to go if I had money and know what to do. I think it is great, I really think I should have gone but wasn't sure what I wanted to take."

2%

Negative 46.7%

1. **Vocational education is for low income, low intelligence students.**
"People who are not very bright or cannot afford college." "I think vocational education is appropriate for kids who have a hard time in school and do not obtain the grades needed for college." "Vocational education is for those who can't afford college and want to do these vocational type of jobs. It can help lower income people who cannot afford to attend college."

8.6%

2. **Vocational education is alright for some people, but it is not for me.**
"Vocational education is very good for people who are capable to do it, but I see no use in my future for it." "I feel that vocational education is good for some people or people who like to do work with their hands, I don't think it is for me." "My thoughts of vocational education is that you probably learn a lot about the field of work you choose, but is not for me."

6%

3. **Vocational education is for troublemakers. It has a bad reputation and poor image.**
"JVS to me is where most of the druggies or kids who are failures go. They are always ready to fight good ones. A lot of fights." "A place for rowdy kids who are basically looking for trouble. The so-called "grits" go there. Difficult kids and some that are rude." "People around here almost make each other think that JVS is a worst school with smokers and druggies." "I think of below average students who can't handle regular school work."

5.6%

4. **Vocational education did not interest me.**
"I really have no interest in it. "I don't like it. I am not interested in the courses they offer." "They don't offer me with anything I am interested."

5.3%

5. **Vocational education is the easy way out. It is not challenging. It is too easy.**
"I think is an easy way out of Northwestern." "I think that it is for people who can barely pass high school and want an easy way out. People not being able to keep up with school work so therefore, find an easy way out." "I think that vocational school is too easy and it wouldn't prepare me for classes I need to take to prepare me for college."

4.6%

6. **Vocational education limits your knowledge about other career choices.**
"A specific class of education, something like a trade." "Students don't have that much to choose from." "A limited career, no real college education (4 year)."

3.3%

7. **Vocational education is a waste of time.**
"I really don't think about it because I feel it is a waste of time. I know several JVS graduates and nine got a job." "I think it is a waste to go to vocational school because it is always in the big city and might have gang problems." "When I think of vocational education I think it is a waste of my time. A waste of time."

3%

8. **Vocational education does not offer courses required for college preparation.**
"I think that vocational education is too easy and it wouldn't prepare me for classes I need to take to prepare me for college." "I have no concern because I don't want to attend a vocational school. I heard it will mess your college credit up." "Education that will not give me the credentials needed for college. I think it is of low quality, don't match up to college education."

3%

9. **Vocational education classes are too difficult.**
"Vocational education is difficult." "I think it is too expensive and more complicated." "Appear boring and difficult."

3%

10. **Scheduling of vocational education is a problem.**
"I would love to attend vocational school but the schedule was rough." "It is real good to have a place like this, but they should inform people before high school about this so they can make the schedule for it." "I really think I should have enrolled but I had problems with the schedule."

2.3%

11. **Vocational education is like working for half a day and then taking classes for half a day.**
"Half day of regular class. Different from high school." "I think it is a place you spend half time on learning a trade and half time on education (little college)." "I think of part classes and rest of the day on hands-on work."

2%

Neutral 16.9%

1. **I never thought much about vocational education.**
"Not much. Haven't thought much about it." "I really never thought much about vocational education." "I don't have much to say about it."

6.3%

2. **Vocational education reminds me of vocational agriculture and farming.**
"A bunch of kids learning how to improve the way they farm." "Planning your life to be farmer and spending most of the rest of your life on the farm." "I think about FFA and what it has and what it has taught me about farming."

5.3%

3. **I do not know anything about vocational education.**
"I don't know much about it." "Don't know enough about it." "I don't know what to think."

5.3%

Thoughts About Springfield-Clark JVS

Students were also asked to give their thoughts when they think about the Springfield-Clark JVS. Students could list as many thoughts as they wished. There were 255 responses. The responses were categorized into positive, negative and neutral categories. Thirty-nine percent of the responses were judged to be positive, while forty-six percent were judged to be negative and fifteen percent were judged to be neutral. The categories are listed below in rank order, along with student quotes and percentages in each category.

Thoughts When I Think About Springfield-Clark JVS

Positive - 39%

1. **The JVS is a nice place. It is unique.**
   "Make people better at what they want to do." "They help individuals alot." "Some of the kids are rude, but the teachers seemed very nice and kind." "It has good facilities and fine teachers." "A great atmosphere." "It's OK." "It's a nice place to learn." "I feel it is a good move for less motivated students. Even if the students hate school they can still learn something."

   12%

2. **The JVS provides a variety of career opportunities to students.**
   "They assist students to decide on a career." "People who want to get a job right after high school." "I think of a a a college atmosphere." "Majoring in what you want to do in the future."

   9%

3. **The JVS is interesting, exciting and different from regular high school.**
"It seems like it would be fun and interesting." "It would definitely be different from regular high school." "Going to a bigger school school and knowing a lot more people. Learning new things." "Exciting." "I think that it might be fun. Maybe not."

6%

4. **The JVS provides a good learning experience.**
"I think of everyone working in the career of their choice." "Hands-on experience that students need after graduation." "Hands on training." "I think about everyone working." "It probably be cool. I know alot of people there." "I think I would have liked JVS very much because I know people who go there and they enjoy it. I wish I would have gone."

5%

5. **The JVS trains students for a specific type of career.**
"I think of kids who get trained in special fields that they have selected." "I think of it as a trade school." "A place to learn of a career job and to get hand on training you cannot get on your own." "It's a school where they will teach you an occupation you want to get into and make a career of." "A decent school. Gives training in career occupation of your choice."

5%

6. **The JVS is fine for students who do not want to go on to college.**
"I think of it as a school for students who can't and don't want to go to college." "Many alternatives to students who choose not to go to college."

2%

Negative - 46%

1. **The JVS is for troublemakers. It has a bad reputation and a poor image.**
"Losers, scrubs, hoods, slackers, bumbs, drugies, and "nobodys" go to JVS." "The students have a bad reputation among other students at their home school for being druggies and trouble makers." "Fights, people doing drugs out in the parking lot." "A bunch of rejects that can't make it in a real school." "Mixing all the schools together there is bound to be some conflict among the students. I don't want a part of it." "I have heard a lot of bad things about the students and drugs, etc."

11%

2. **The JVS didn't have what I am interested in.**
"JVS didn't have anything to help me become a reporter." "JVS don't have anything to help me become a lawyer." "Alot of alternatives, but I am not interested in any of them."

11%

3. **The JVS is the easy way out. It is not challenging.**
"I think it allows people to get good grades by doing no work." "It is a easy way to get out of high school." "Plenty of free time." "I feel it is for people who cannot make it at there school and they don't plan to go to college." "I think of it as an easy way to graduate." "A place where kids attend to get out of school."

8%

4. **The JVS is alright for some people, but it is not for me.**
"A nice place to visit, but I wouldn't want to go to school there." "I think it would be fun, but I don't want to go." "It seemed nice, but I don't want to go there." "It's not for me." "It seemed good but not good enough."

7%

5. **The JVS is for low income and underachieving students.**
"The program is weak." "I think of below average students who can't handle regular school work." "I think of 'drop out' place." "It is for griazy, low life, poverty stricken teenagers who have no other way of getting education."

4%

6. **The JVS limits my exposure to other types of careers.**
"Limits my career choices." "It seemed good, but not good enough." "They only have certain classes but a college would have a variety of choices." "No room for further movement in career."

3%

7. **There are transportation and scheduling problems.**
"It is hard to get from one place to another."

1%

8. **The JVS does not offer college preparatory courses.**
"JVS does not prepare you for college."

.50%

9. **The JVS does not allow me enough time to be with my friends.**
"I don't want to go there because I would miss my friends."

.50%

Neutral - 15%

1. **I never thought much about attending the JVS.**
"I don't think about it." "I never thought about going." "I've never really considered it seems so far away." "Never thought of attending." "I don't have any thoughts."

11%

2. **I don't know anything about the JVS.**
"I don't know enough about the JVS." "I don't know what JVS means." "Don't know anything about it." "I don't really know, not very interested." "I don't even know what it is." "Never heard of it."

4%

Image of Vocational Education

Students' image of vocational education was described by a composite score, taking the list of 14 reasons for not enrolling in a vocational program at their home school. Students responded whether the reason was of no concern (coded 1), little concern (coded 2), some concern (coded 3), great concern (coded 4) or if they did not think about it (coded separately). Those who were greatly concerned with the reasons (higher composite scores) were judged to have a negative image of vocational education. Those responding that they had no concern with the reasons (lower composite scores) were judged to have a positive image of vocational education. Scores ranged from 2 to 56. The mean score for all students was 26.21. Table 8 shows the mean scores, standard deviations and number of students for each school.

Table 8

Students' Images of Vocational Education

	Mean	Standard Deviation	Cases
Northwestern	27.97	9.09	32
Tecumseh	27.12	11.35	33
Southeastern	28.52	8.49	21
Greenon	24.54	8.05	39
Kenton Ridge	23.13	10.50	24
North	26.38	10.46	68
South	25.88	9.56	74
Shawnee	27.79	10.49	28
Northeastern	25.04	7.98	24
Total	26.21	9.71	343

Of the nine schools, students at Kenton Ridge had the least negative image with a mean score of 23.13. Students at Southeastern had the most negative image of vocational education with a mean score of 28.52.

Image of the Springfield-Clark JVS

Students' images of the Springfield-Clark JVS were determined by computing a composite score. Students were asked to respond to a set of ten reasons for not enrolling at the Springfield-Clark JVS. Students responded whether the reason was of no concern (coded 1), little concern (coded 2), some concern (coded 3), great concern (coded 4) or if they did not think about it (coded separately). Those who were greatly concerned with the reasons (higher composite scores) were judged to have a negative image of the Springfield-Clark JVS. Those with no concern, (lower composite scores) were judged to have a positive image of

the JVS. Scores ranged from 1 to 40. The overall mean score for this image score was 19.47. Table 9 shows that the students from Northwestern have the most negative image of the JVS as is evidenced by the mean score of 21.53. The students from Greenon have the least negative image, with a mean score of 17.83.

Table 9

Students' Images of the Springfield-Clark JVS

	Mean	Standard Deviation	Cases
Northwestern	21.53	9.06	30
Tecumseh	20.00	6.46	32
Southeastern	19.86	6.56	21
Greenon	17.83	6.12	36
Kenton Ridge	20.79	6.58	24
North	18.56	7.44	68
South	18.58	7.07	72
Shawnee	20.07	7.08	28
Northeastern	21.48	6.90	25
Total	19.47	7.14	336

Experiences at Vocational Schools

On the questionnaire, students were asked whether they had ever attended classes at a vocational school (JVS) on a regular basis. This was to determine if some of the students may have been enrolled in previous years, or earlier in the school year and returned to their home school. Five percent (17 students) responded that they had previously been enrolled on a regular basis. Ninety-five percent (338 students) indicated they had not previously been enrolled.

Students were also asked if they had toured the Springfield-Clark JVS prior to their junior year of high school. Forty-seven

percent (168 students) said yes, while fifty-two percent (187 students) said no.

When directly asked if they ever seriously considered attending Springfield-Clark JVS, forty percent (143 students) said yes, while fifty-nine percent (210 students) said no.

Experiences at Home Schools

Students were asked how informed they were about vocational classes offered at their home school. Ten percent (37 students) said they were not informed at all. Sixty-one percent (216 students) said they were slightly informed. Twenty-eight percent (100 students) said they were very informed.

When asked if they ever seriously considered enrolling in vocational classes at their home school, forty-two percent (148 students) said yes while fifty-seven percent (205 students) said no.

Future Occupations

Students were asked to indicate if they had selected their future occupation. Sixty-four percent (229 students) said yes, while thirty-five percent (123 students) said no. Of those who had selected a future occupation, students were asked to specify in writing their future occupation. The respondents could indicate as many responses as they wished.

The occupations that students chose for their future are listed below in alphabetical order.

	Future Occupation	f
1.	Accountant	14
2.	Actor	1
3.	Aerospace Technician	1
4.	Aircraft Mechanic	1
5.	Air Force Technician	6
6.	Airline Attendant	1
7.	Appraiser	1
8.	Architect	1
9.	Army Officer	1
10.	Artist	1
11.	Auto Body Technician	1
12.	Auto Technician	1
13.	Baseball Player	1
14.	Basketball Player	1
15.	Biochemist	1
16.	Business Person	10
17.	Carpenter	4
18.	Caterer	1
19.	Chemist	1
20.	Child Development	3
21.	Civil Engineer	1
22.	Coast Guard Officer	2
23.	College Career	1
24.	Commercial Artist	4
25.	Communications Technician	2
26.	Computer Programmer	11
27.	Construction Worker	2
28.	Costume Designer	1
29.	Court Recorder	1
30.	CPA - Accountant	1
31.	Criminal Law/Justice	3
32.	Day Care Worker	1
33.	Defense	1
34.	Doctor	5
35.	Drafting Specialist	1
36.	Drama Performer	1
37.	Drawing	1

38.	Elementary Education	4
39.	Electronics	1
40.	Engineer	3
41.	English	1
42.	Equipment Operator	2
43.	Family Development	1
44.	Fashion Designer	3
45.	Fire Fighter	2
46.	Fluid Power Hydraulic Technician	1
47.	Forensic Medicine Technician	1
48.	Forest Ranger	1
49.	Genetic Engineer	1
50.	Heating & Air Conditioning	1
51.	Home Economics Specialist	2
52.	Highway Patrol Officer	1
53.	Horticulturist	2
54.	Interior Designer	3
55.	Journalist	2
56.	Landscape Designer	1
57.	Lawyer	9
58.	Marines Officer	4
59.	Marketing Specialist	1
60.	MBA	1
61.	Mechanic	2
62.	Military	8
63.	Minister	8
64.	Model	1
65.	Music/Recording	5
66.	Navigator	1
67.	Navy Officer	2
68.	Nuclear Engineer	1
69.	Nurse	5
70.	Orthodontist	1
71.	Paramedic	2
72.	Pediatrician	3
73.	Photographer	3
74.	Physical Education Specialist	4
75.	Pilot	4

76.	Police Officer	5
77.	Politician	1
78.	Prison Guard	2
79.	Psychologist	8
80.	Psychiatrist	1
81.	Race car driver	1
82.	Radiology Specialist	3
83.	Real Estate Agent	1
84.	Respiratory Therapy Specialist	1
85.	Secretary	4
86.	Social Worker	3
87.	Stock market broker	1
88.	Swine Farmer	1
89.	Teacher	5
90.	Training Horses	1
91.	Travel Agent	1
92.	Truck Driver	1
93.	Word Processor	3
94.	World Leader	1

Relationships Between Schools and Students' Characteristics and Students' Images of Vocational Education and Springfield-Clark JVS

The relationships between four student characteristics: 1) gender, 2) curriculum choice, 3) race and 4) where a student lives and students' images of vocational education and the Springfield-Clark JVS were explored. Reasons students do not enroll in vocational education and the Springfield-Clark JVS are based on students' images. Two measures of students' images were explored in order to define the reasons for not enrolling. The measures were obtained from questions on the student

questionnaire. A 4-point Likert scale was used with a 4 indicating they were greatly concerned with the statement, while a 1 indicated they had no concern. Higher scores indicated that the student had a poorer or more negative image of vocational education or of the Springfield-Clark JVS. That is, if they had a great concern for the reasons listed on the questionnaire as a factor for not enrolling, then they had a poorer image of vocational education or of the Springfield-Clark JVS.

Schools

Table 10 shows the analysis of variance, mean scores and standard deviation for students' image of vocational education and the Springfield-Clark JVS. There was not a statistically significant ($p<.05$) difference in mean scores between students at the nine schools.

Table 10

Analysis of Variance Between Schools and Image of Vocational Education and Springfield-Clark JVS

	Schools								
Image of Vocational Education	**NW**	**I**	**SE**	**G**	**KR**	**N**	**S**	**Shaw**	**NE**
n	32	33	21	39	24	68	74	28	24
Mean	28.0	27.1	29.0	24.5	23.1	26.4	25.9	27.8	25.0
Standard Deviation	1.6	2.0	1.9	1.3	2.1	1.3	1.1	2.0	1.6

Source	df	SS	MS	F	p
Between Groups	8	688.6	86.1	.91	.51
Within Groups	334	31,549.7	94.5		
Total	342	32,238.3			

	Schools								
Image of Springfield-Clark JVS	**NW**	**I**	**SE**	**G**	**KR**	**N**	**S**	**Shaw**	**NE**
n	30	32	21	36	24	68	72	28	25
Mean	21.5	20.0	19.9	17.8	20.8	18.6	18.6	20.1	21.5
Standard Deviation	9.1	6.5	6.6	6.1	6.6	7.4	7.1	7.1	6.9

Source	df	SS	MS	F	p
Between Groups	8	502.4	62.8	1.24	.28
Within Groups	327	16,595.4	50.8		
Total	335	17,097.8			

NW = Northwestern
T = Tecumseh
SE = Southeastern
G = Grenon
KR = Kenton Ridge
N = North
S = South
Shaw = Shawnee
NE = Northeastern

Gender

Table 11 shows the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Springfield-Clark JVS by gender. There was was not a statistically significant ($p<.05$) difference in mean scores between male and female students. Females had a mean score of 26.6 on the image of vocational education, while males had a mean score of 25.9. On the image of the Springfield-Clark JVS, females had a mean score of 19.8, while males scored 19.2. Overall, females tended to have the more negative image of both vocational education and the Springfield-Clark JVS.

Table 11

Analysis of Variance Between Students' Gender and Image of Vocational Education and the Springfield-Clark JVS

Image of Vocational Education			Gender		
			Female	Male	
n			154	189	
Mean			26.6	25.9	
Standard Deviation			9.9	9.6	
Source	**df**	**SS**	**MS**	**F**	**p**
Between Groups	1	35.8	35.8	.38	.54
Within Groups	341	32,202.5	94.4		
Total	342	32,238.3			
Image of Springfield-Clark JVS			Gender		
			Female	Male	
n			151	185	
Mean			19.8	19.2	
Standard Deviation			7.0	7.3	
Source	**df**	**SS**	**MS**	**F**	**p**
Between Groups	1	24.9	24.9	.49	.49
Within Groups	334	17,072.8	51.1		
Total	335	17,097.8			

Curriculum Choice

Table 12 indicates the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Springfield-Clark JVS by curriculum choice. Students were classified as either general or academic (college preparatory) curriculum choice.

Students following an academic curriculum had a higher mean score (a more negative image) of vocational education and of the Springfield-Clark JVS. There was a statistically significant difference ($p<.05$) in mean scores between general and academic curriculum choice students on images of the Springfield-Clark JVS. Students in an academic curriculum tended to have a poorer image of the JVS that did students in a general curriculum.

Table 12

Analysis of Variance Between Students' Curriculum Choice and Image of Vocational Education and the Springfield-Clark JVS

	Curriculum Choice	
Image of Vocational Education	Academic	General
n	131	212
Mean	26.4	26.1
Standard Deviation	9.5	9.9

Source	df	SS	MS	F	p
Between Groups	1	11.8	11.8	.12	.72
Within Groups	341	32,226.5	94.5		
Total	342	32,238.3			

	Curriculum Choice	
Image of Springfield-Clark JVS	Academic	General
n	129	207
Mean	20.5	18.8
Standard Deviation	7.11	7.11

Source	df	SS	MS	F	p
Between Groups	1	222.4	222.4	4.4	.04
Within Groups	334	16,875.3	50.5		
Total	335	17,097.8			

Race

Table 13 indicates the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Springfield-Clark JVS by race. There was not a statistically significant ($p<.05$) difference in mean scores between the six categories of race and students' image of voctional education and the Springfield-Clark JVS. The reader needs to take note that there were few students in the Asian,

Hispanic, Native American and Other races.

Table 13

Analysis of Variance Between Students' Race and Image of Vocational Education and the Springfield-Clark JVS

Image of Vocational Education			Race				
		Asian	Black	Hispanic	Nat.Am.	White	Other
n		1	45	1	6	281	7
Mean		31.0	25.7	20.0	26.0	26.5	20.7
Standard Deviation		0	10.0	0	10.9	9.4	18.0
Source	df	SS		MS	F		p
Between Groups	5	307.7		61.5	.66		.66
Within Groups	335	31,434.4		93.8			
Total	340	31,742.1					

Image of Springfield-Clark JVS			Race				
		Asian	Black	Hispanic	Nat.Am.	White	Other
n		1	44	1	6	276	7
Mean		34.0	18.3	13.0	17.2	19.7	19.3
Standard Deviation		0	7.0	0	6.5	6.9	14.4
Source	df	SS		MS	F		p
Between Groups	5	358.7		71.7	1.41		.22
Within Groups	329	16,697.0		50.8			
Total	334	17,055.7					

Students' Residence

Table 14 summarizes the mean scores, standard deviations and analysis of variance for students' images of vocational education and the Springfield-Clark JVS by students' residence. There was no significant ($p<.05$) difference in mean scores of vocational education and the Springfield-Clark JVS.

Table 14

Analysis of Variance Between Students' Place of Residence and Image of Vocational Education and the Springfield-Clark JVS

Image of Vocational Education	Place of Residence			
	Farm	Rural	Suburb	City
n	23	96	58	164
Mean	26.7	27.5	25.4	25.7
Standard Deviation	11.7	9.0	10.3	9.6

Source	df	SS	MS	F	p
Between Groups	3	235.0	78.3	.83	.48
Within Groups	337	31,831.1	94.5		
Total	340	32,066.2			

Image of Springfield-Clark JVS	Place of Residence			
	Farm	Rural	Suburb	City
n	22	94	56	162
Mean	19.9	20.2	20.1	18.9
Standard Deviation	6.7	7.1	7.1	7.2

Source	df	SS	MS	F	p
Between Groups	3	132.9	44.3	.87	.46
Within Groups	330	16,874.6	51.1		
Total	333	17,007.5			

Influencers on Not Enrolling at the Springfield-Clark JVS

Table 15 indicates in rank order, the people who most influenced the students when making their decision to not enroll in the Springfield-Clark JVS. Students were asked to indicate on the questionnaire by responding "yes" or "no" if they had discussed with the people listed, their decision to not enroll at Springfield-Clark JVS. If the student indicated "yes", that is , they had discussed enrolling at Springfield-Clark JVS with that

person, they were also asked to indicate to what extent they had been influenced by that person. The levels of extent of influence included: greatly discouraged me, somewhat discouraged me, neither discouraged nor encouraged me, somewhat encouraged me and greatly encouraged me.

Fifty-nine percent of the students indicated that they had discussed their decision to not enroll in Springfield-Clark JVS with their mothers and with their friends. Mothers and friends were the most consulted persons. Of those that discussed their decision with their mothers and friends, twenty-two percent indicated that they neither encouraged nor discouraged them from enrolling. Eleven percent indicated that mothers greatly discouraged them. Ten percent were greatly encouraged by their mothers to enroll. Nine percent were somewhat discouraged by their mothers to enroll. Seven percent where somewhat encouraged by their mother to enroll.

The least influential person was the athletic coach, with 19% of the students responding that they had discussed their decision to not enroll with him or her.

Table 15

Influencers on Not Enrolling in Springfield-Clark JVS

Rank Order	Rank Order	f	% Yes	* Extent of Encouragement				
				1	2	3	4	5
1.	Friend(s)	212	59%	12%	12%	22%	6%	8%
2.	Mother/female guardian	211	59%	11%	9%	22%	7%	10%
3.	Father/male guardian	179	50%	13%	8%	17%	7%	6%
4.	Counselor(s)	135	38%	6%	2%	18%	6%	6%
5.	Brother(s)/sister(s)	133	37%	7%	5%	18%	5%	3%
6.	Girl/boy friend	111	31%	6%	5%	14%	3%	3%
7.	Other relative	110	31%	4%	4%	15%	4%	4%
8.	Teacher(s)	105	29%	5%	3%	15%	3%	3%
9.	Athletic coach(es)	67	19%	5%	2%	11%	1%	1%

*1 = Greatly discouraged me
2 = Somewhat discouraged me
3 = Neither discouraged nor encouraged me
4 = Somewhat encouraged me
5 = Greatly encouraged me

Future Plans to Attend Springfield-Clark JVS

Students were asked if they would be more interested in attending Springfield-Clark JVS for a one-half day program if they could stay at their current school the other one-half day. This question was asked in two different forms on the questionnaire in order to compare results. The first time the question appeared on the instrument, sixty-six percent (234 students) of the students said no. The second time the question was asked, forty-nine percent (175 students) said no. The second time the question was asked, students had a third option to select that was not presented the first time the question was

asked. They could now indicate that they didn't know at this time if they would enroll in one-half day programs, and more information was needed. The first time the question was asked, thirty-three percent (119 students) said they would be more interested in attending the JVS if one-half day programs were offered. The second time the question was asked, twenty percent (71 students) indicated they would be interested in attending one-half day programs. The second time the question was asked, twenty-seven percent indicated that they didn't know at this time if they would attend one-half day programs and they needed more information. Five percent did not answer the question the second time it was asked. One percent did not answer the question the first time.

When asked if they would attend a summer school program at Springfield-Clark JVS to prepare them for their career, the majority said no. Fifty-nine percent (210 students) responded no, while thirty-nine percent (138 students) said yes.

Likewise, when asked if they would attend a night school program at Springfield-Clark JVS to prepare them for a career, the majority said no. Even more students were opposed to attending a night school program. Sixty-eight percent (242 students) responded no, while thirty-one percent (109 students) responded yes.

Students were asked if they could take additional math at Springfield-Clark JVS, would they be more interested in attending. The negative response continued. Seventy-seven percent (276 students) said no, while twenty-one percent

(75 students) said yes.

The students were negative about the thought of taking additional English courses at Springfield-Clark JVS in an effort to interest students in attending. Eighty percent (287 students) said no, while only eighteen percent (65 students) said yes.

The students were also not in favor of seeing Springfield-Clark JVS offer a one-half day course on pre-engineering as an incentive to enrolling. Seventy-seven percent (275 students) said they would not be interested, while twenty-two percent (77 students) would be interested.

Future Vocational Classes to Offer

Students were presented a list of eighteen vocational classes and asked to circle two that they would suggest be offered at the Springfield-Clark JVS. They were also allowed to write in their choice of a class. The most popular class chosen was child care and development, with 68 students selecting this class. The least popular class was appliance repair, with only four students selecting this class. Eighty four write-ins were received. Table 16 shows, in rank order, the vocational classes the students would like to see offered at Springfield-Clark JVS.

Table 16

Classes Recommended to Offer

Rank Order		Frequency
1.	Child Care and Development	68
2.	Law Enforcement	59
3.	Aircraft Flight Training and Operations	57
4.	Computer Repair & Maintenance	42
5.	Graphics, Printing & Computer Layout	35
6.	Banking & Finance	33
7.	Legal Office Assistant	29
8.	Hospitality Management	28
9.	Stockbroker Assistant	18
10.	Apprentice Training in Specialized Occupations	18
11.	Bank Teller & Occupations	17
12.	Animal Production & Care of Horses	15
13.	Diesel & Heavy Truck Maintenance	12
14.	General Merchandising	11
15.	Masonry & Concrete Construction	8
16.	Industrial Equipment Maintenance	5
17.	Warehousing & Materials Distribution	4
18.	Appliance Repair	4

19. Write in Classes

Business Adm. Bus. Mgt.	6	Physical Therapy	1
Psychology	6	Military Training	1
Accounting/Economics	5	Physical Education	1
Criminal Justice	5	Child Development	1
Nursing	4	Drafting	1
Engineer	4	Animal Science	1
Medicine	4	Computer Science	1
Social Work	3	Retailing/Advertising	1
Carpentry/Construction	3	Sociology	1
Music/Guitar Playing	3		
Journalism/Broadcasting	3		
Aircraft Mechanics	2		
Heavy Equipment Operator	2		
Radiology	2		
Advertisement	2		
Auto Body	2		
ROTC	2		
Fire Fighting	2		
Architecture	2		
Sports Medicine	2		
Forest/Park Ranger	1		
Flight Engineer	1		
Teaching	1		
Elementary Education	1		
Chemistry	1		
Landscape Design	1		
Marketing	1		
Finance	1		
Home Maker	1		
Record Keeping/Acct.	1		
Fashion Designing	1		
Electronics	1		
Beautician	1		
Automotive Design	1		
Acting	1		
Photography	1		
Agriculture	1		
Catering	1		
Drums	1		
Veterinarian	1		
Gynocologist	1		
Interior Decorator	1		
Psychiatry	1		
Electronics	1		
Pediatrician	1		
Paramedics	1		
Greenhouse/Horticulture	1		
Cartoon	1		

Further Education Plans

Students were asked if they plan to enroll in additional education beyond high school. Eleven percent said no. Nineteen percent said they were not sure. Four percent planned to continue with their education beyond high school by enrolling in a professional or graduate school. Thirty-six percent planned on enrolling in a four year college. Ten percent planned on enrolling in a two year technical school. Fourteen percent planned on additional education, but did not know which type of school they would attend. Six percent did not respond to this question.

Plans to Enter the Military

Students indicated their plans to enter the military (Ex. army, navy, air force, marines) after high school. Thirty-two percent indicated that they definitely will not enter. Twenty-six percent said they were not sure. Nineteen percent said they were not likely to enter, while thirteen percent said they were likely to enter. Eight percent said they definitely will enter the military after high school. Two percent of the students did not answer this question.

Courses to Prepare for Future Occupations

Students were asked to write in which high school courses they thought will most help them to prepare for their future occupations. The following alphabetically listed courses were written in.

	Courses	f
1.	Agriculture	1
2.	Accounting	32
3.	Art	17
4.	Automotive	1
5.	Band	1
6.	Biology	17
7.	Book keeping	1
8.	Business	22
9.	Chemistry	24
10.	Child-Development/Care	12
11.	Choir	1
12.	College Courses	3
13.	Communications	1
14.	Computer	17
15.	Consumer Education	3
16.	Cookery	1
17.	Current Affairs	1
18.	Data Processing	3
19.	Drafting	10
20.	Drama	3
21.	Economics	5
22.	Education	1
23.	Engineering	5
24.	English	149
25.	Family	1
26.	Fashion Design	2
27.	FFA	5
28.	Football	1
29.	French	1
30.	Government	11
31.	Graphics Design	1
32.	Gym	2
33	Health Science	7
34.	History	19
35.	Home Economics	14
36.	Home Fashion	1
37.	Human Resources	1
38.	Industry	4

39.	Journalism	1
40.	Keyboarding	1
41.	Law	5
42.	Machine Shop	4
43.	Math	215
44.	Mechanics	4
45.	Military	1
46.	Music	2
47.	Photography	2
48.	Psychology	13
49.	Physical Education	3
50.	Physics	10
51.	Physiology	4
52.	Printing	1
53.	Programming	1
54.	Public speaking	5
55.	Rafting	1
56.	Reading	7
57.	Record keeping	3
58.	ROTC	1
59.	Science	45
60.	Social Studies	4
61.	Sociology	4
62.	Spanish	5
63.	Speech	7
64.	Sports Medicine	1
65.	Theatre	1
66.	Typing/Shorthand	19
67.	Vocational Agriculture	10
68.	Wood work	7
69.	Word Processing	4

Classes to Offer at Home School

Students were asked to write in what classes not presently offered at the JVS would they like to see offered at their home school. The following classes were recommended.

	Classes	(f)
1.	Advertising	2
2.	Aircraft/Air Force Training	7
3.	Animal Care	2
4.	Animal Science	1
5.	Appliance Repair	2
6.	Art/Culinary Art	4
7.	Astronomy	1
8.	Auto Body	2
9.	Banking	1
10.	Biology	2
11.	Business Management	7
12.	Carpentry	1
13.	Chemistry	2
14.	Child Care	2
15.	Clothing	1
16.	Computer	15
17.	Cosmetology	2
18.	Court Recording	1
19.	Debating	1
20.	Dentist/Orthodondist	2
21.	Drafting	2
22.	Drama	1
23.	Earth Science	1
24.	Engineering	5
25.	Finance	1
26.	Fire Fighter	1
27.	First Aid	1
28.	Flight Training	2
29.	Football	1
30.	German	1
31.	Graphics	1
32.	Gym	1
30.	Gynecology	1
31.	Heating & Air Conditioning	1
32.	History	1
33.	Home Economics	2
34.	Horticulture	1
36	Hotel Management	1

37.	Karate Training	1
38.	Language	1
39.	Law	16
40.	Legal Aid	4
41.	Masonry	3
42.	Math	2
43.	Medical Technology	1
44.	Merchandizing	1
45.	Military/Police	1
46.	Mortician	1
47.	Nursing	1
48.	Pharmacy	1
49.	Photography	2
50.	Physical Education	1
51.	Political Courses	2
52.	Psychology	5
53.	Racing Cars	1
54.	ROTC	1
55.	Sales/Marketing	2
56.	Sex Education	1
57.	Stock Exchange	1
58.	Travel Management	1
59.	Veterinary Science	1
60.	Visual Aids	1
61.	Vocational Agriculture	1
62.	Welding	1
63.	Woodworking	1
64.	Word Processing	1

SUMMARY IMPLICATIONS AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study was to investigate factors that influence a student not to enter into a high school vocational curriculum. Due to declining enrollment in vocational education programs, it is necessary to identify reasons why students are not enrolling. The specific objectives of this study were:

1. To describe the characteristics of the students (gender, race, curriculum choice, place of residence) who chose not to enroll into a high school vocational curriculum.
2. To describe the reasons students give for choosing not to enroll into vocational education classes and not to enroll at the Springfield-Clark JVS.
3. To describe students' images of vocational education and the Springfield-Clark JVS.
4. To determine the relationships between student characteristics and reasons for not choosing to enroll in vocational education and the Springfield-Clark JVS.
5. To determine who influences students to make decisions not to enroll in the Springfield-Clark JVS.
6. To determine how informed students are regarding vocational education class offerings.
7. To determine the future occupational choices of students.
8. To determine the future educational choices of students.
9. To determine if additional course offerings at the Springfield-Clark JVS would encourage enrollment.
10. To determine if alternative delivery systems at the Springfield-Clark JVS would encourage enrollment.

Limitations of the Study

The results of this research can only be generalizable to non-vocational 11th grade students in the nine feeder schools during the 1989-90 school year.

Upon answering the open-ended questions on the student instrument there may have been prompting for students' responses due to the design of the questionnaire. Since a list of potential reasons for not enrolling in vocational education and the Springfield-Clark JVS was provided, students may have been more likely to cite some of these reasons as their response on the open-ended questions.

Methodology

A cluster sample from intact junior English classes from the nine feeder schools was selected. Non-vocational students were identified by curriculum choice.

The student instrument had been modified from a research study conducted at The Ohio State University by Rosemarie Rossetti in 1989. The modified instrument was field tested at Westerville North High School. Questionnaires were personally administered by personnel of the Springfield-Clark JVS.

Sample Selected

The nine schools that participated in the study included: Springfield City (South), Springfield City (North), Southeastern, Northwestern, Northeastern, Kenton Ridge, Tecumseh, Greenon and Shawnee. There were 357 students in the sample that was selected.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences on the main frame computer at The Ohio State

University. The primary methods of statistical analysis for the questionnaire included: descriptive and analysis of variance. For the open-ended responses, data were analyzed by summarizing the responses into categories and tallying the frequencies by hand.

Summary of Findings

School and Student Characteristics

The 357 students in the sample were from nine schools. Northwestern (32 students), Tecumseh (36 students), Southeastern (21 students), Greenon (39 students), Kenton Ridge (25 students), North (71 students), South (80 students), Shawnee (28 students) and Northeastern (25 students). Thirty-eight percent of the sample were enrolled in an academic curriculum, while sixty-two percent were enrolled in a general curriculum. Fifty-five percent of the sample was male, while forty-five percent was female. The majority of the sample (82.3%) was White (Caucasion), while 13.2% was Black, 2.3% Other, 1.7% Native American, 0.3% Hispanic and 0.3% Asian. Most of the students live in the city (48.7%). There were few students (6.5%) who lived on a farm, 27.5% live in a rural area, but not on a farm, while 17.2% live in a suburb.

Reasons for Not Enrolling in Vocational Education

Looking at the open-ended responses to students' reasons for not enrolling in vocational education, the following categories were developed.

Categories (rank order)

1. The JVS didn't offer what I'm interested in. (17%)

2. I want to go to college. (15%)
3. Vocational education narrows my career choices. (10%)
4. Vocational education does not meet college requirements. (9%)
5. I didn't want to leave my friends. (9%)
6. I did not want to change schools. (6%)
7. No reason. I never thought about it. (5%)
8. I have a poor image of the vocational students. (5%)
9. There was a lack of information about the JVS. (5%)
10. I just did not want to go. (4%)
11. JVS classes are too easy or not challenging. (3%)
12. Parents advised me against enrolling in vocational education. (3%)
13. Poor image of the vocational school. (2.5%)
14. There were scheduling problems. (2%)
15. Vocational education is expensive. (2%)
16. I plan(ned) to attend vocational education. (1%)
17. My counselor advised me not to attend. (1%)
18. I should have enrolled. (.50%)
19. Vocational education is too difficult. (.50%)
20. Vocational education is a waste of time. (.50%)

Likert scale responses to selected reasons for not enrolling in vocational education include the following top five reasons.

1. Plans to attend college.
2. Career choice limitations.
3. Graduation requirements.
4. Academic ability of vocational students.
5. Behavior of vocational students.

Vocational Classes at Home School

Eleven percent of the students indicated that they were not informed at all about vocational classes offered at their home schools. Sixty-one percent indicated they were slightly informed while twenty-eight percent were very informed. Forty-two percent indicated they had considered enrolling in vocational classes at

their home school, while fifty-seven percent said they had not considered enrolling.

Reasons for Not Enrolling at Springfield-Clark JVS

Potential reasons for not enrolling at the Springfield-Clark JVS were presented to the students. Results of the Likert scale responses show the following top five reasons.

1. Home school will better prepare a student for college.
2. Unwilling to leave my friends at my home school.
3. The programs offered at the JVS.
4. The image of the JVS.
5. Association with students from the JVS.

Thoughts About Vocational Education

Responses to an open-ended question regarding student thoughts when they think about vocational education were summarized into categories. The responses were judged to be positive (36.4%), negative (46.7%) or neutral (16.9%). The categories and percentages are listed below.

Positive

1. Vocational education is fine for students who do not go on to college. (11.7%)
2. Vocational education provides a good learning experience and opportunity. (5.3%)
3. Vocational education trains students for a specific type of career. (4.6%)
4. Vocational education helps a student become better qualified for a career. (4.3%)
5. Vocational education prepares students for a career directly after high school. (3.3%)
6. Vocational education could help you in the future. (2.6%)
7. Vocational education is interesting, fun or exciting. (2.6%)

8. I want to or plan to take vocational education courses. (2%)

Negative

1. Vocational education is for low income, low intelligence students. (8.6%)

2. Vocational education is alright for some people, but it is not for me. (6%)

3. Vocational education is for troublemakers. It has a bad reputation and poor image. (5.6%)

4. Vocational education did not interest me. (5.3%)

5. Vocational education is the easy way out. It is not challenging. It is too easy. (4.6%)

6. Vocational education limits your knowledge about other career choices. (3.3%)

7. Vocational education is a waste of time. (3%)

8. Vocational education does not offer courses required for college preparation. (3%)

9. Vocational education classes are too difficult. (3%)

Neutral

1. I never thought much about vocational education. (6.3)

2. Vocational education reminds me of vocational agriculture and farming. (5.3%)

3. I do not know anything about vocational education. (5.3%)

Thoughts About Springfield-Clark JVS

Responses to the open-ended question regarding students' thoughts when they think about the Springfield-Clark JVS were summarized into categories. The responses were judged to be positive (39%), negative (46%) and neutral (15%). The categories and percentages are listed below.

Positive

1. The JVS is a nice place. It is unique. (12%)

2. The JVS provides a variety of career opportunities to students. (9%)

3. The JVS is interesting, exciting and different from regular high school. (6%)

4. The JVS provides a good learning experience. (5%)

5. The JVS trains students for a specific type of career. (5%)

6. The JVS is fine for students who do not want to go on to college. (2%)

Negative

1. The JVS is for troublemakers. It has a bad reputation and a poor image. (11%)

2. The JVS didn't have what I am interested in. (11%)

3. The JVS is the easy way out. It is not challenging. (8%)

4. The JVS is alright for some people, but it is not for me. (7%)

5. The JVS is for low income and underachieving students. (4%)

6. The JVS limits my exposure to other types of careers. (3%)

7. There are transportation and scheduling problems. (1%)

8. The JVS does not offer college preparatory courses. (.50%)

9. The JVS does not allow me enough time to be with my friends. (.50%)

Neutral

1. I never thought much about attending the JVS. (11%)

2. I don't know anything about the JVS. (4%)

Image of Vocational Education

Students' images of vocational education were measured with a composite score of students' responses to a list of potential reasons for not enrolling in a vocational program at their home school. Students at Northwestern had a higher mean score (more negative image) than students at the other eight schools. Students at Northeastern had the most positive image of vocational education.

Image of the Springfield-Clark JVS

Students' images of the Springfield-Clark JVS were measured with a composite score of students' responses to a list of potential reasons for not enrolling. Students at Northwestern had a higher mean score (more negative image) than students at the other eight schools. Students at Northeastern had the most positive image of the Springfield-Clark JVS.

Experiences at Vocational Schools

Five percent of the students responded that they had previously been enrolled at a vocational school on a regular basis. Ninety-five percent said they had not been previously enrolled. Forty-seven percent of the students said they had toured the Springfield-Clark JVS prior to their junior year of high school. Fifty-two percent had not had a tour. Forty percent said they had seriously considered attending the Springfield-Clark JVS, while fifty-nine percent said they had not.

Future Occupations

Sixty-four percent of the students said they had selected their future occupation, while thirty-five percent said they had not. The top five occupations selected include: accountant, carpenter, construction worker, lawyer and psychologist.

Relationships Between Schools and Student's Characteristics and Students' Images of Vocational Education and Springfield-Clark JVS

When looking at the relationships between student characteristics (gender, curriculum choice, race and place of residence) and their images of vocational education and Springfield-Clark JVS, one statistically significant relationship was found. Students following an academic curriculum tended to have a more negative image of vocational education and Springfield-Clark JVS than did students following a general curriculum. There was not a statistically significant difference in mean scores of image scores between students at each of the nine schools. Females had more negative image scores, however, the difference was not statistically significant. Asian students tended to have the most negative images, however the differences between races was not statistically significant. Students who lived in a rural area, but not on a farm, had the most negative images, however, this difference was not statisically significant.

Influencers on Enrolling at the Springfield-Clark JVS

Students reported that they were influenced by others when choosing their high school curriculum. When deciding to not enroll at the Springfield-Clark JVS, the students' friends and mothers/guardians were most influencial. The father was also influencial, followed by the counselor.

Future Plans to Attend Springfield-Clark JVS

The majority of the students are not interested in attending the Springfield-Clark JVS for one-half a day program. They also were not interested in attending a summer school program at the Springfield-Clark JVS to prepare them for their career. Likewise, they are not interested in attending a night school program. They are also not interested in taking additional math, English or pre-engineering courses in an effort to attend the JVS.

Future Vocational Classes to Offer

When the students were asked to identify the classes they would like to see offered at the Springfield-Clark JVS they identified the following top five: Child Care and Development, Law Enforcement, Aircraft Flight Training and Operations, Computer Repair & Maintenance, Graphics, Printing & Computer Layout.

Further Education Plans

Eleven percent of the students do not plan to enroll in additional education beyond high school. Nineteen percent were not sure. Four percent planned to go to a professional or graduate school. Thirty-six percent planned on enrolling in a four year college. Ten percent planned on enrolling in a two year technical school. Fourteen percent planned on additional education, but did not know where.

Plans to Enter the Military

Thirty-two percent of the students indicated that they definitely will not enter the military after high school. Twenty-six percent said they were not sure. Nineteen percent said they were not likely to enter, while thirteen percent are likely to enter and eight percent definitely will enter.

Courses to Prepare for Future Occupations

When asked what high school courses will most help them to prepare for their future occupations, students chose these top five courses: Math, English, Science, Accounting and Chemistry.

Classes to Offer at Home School

When asked what classes not presently offered at the JVS they would like to see offered at their home school, the top five classes were chosen: Law, Computer, Business Management, Aircraft/Air Force Training and Engineering.

Recommendations to Educators

1. The image of vocational education and of the Springfield-Clark JVS needs to be improved. Students have rather negative images of the students enrolled. Efforts need to be made to promote the accomplishments of graduates. Include information about graduates going on to higher education and placement in occupations after high school.

2. Efforts should be made to ease the social transition when students change schools in order to attend the Springfield-Clark JVS. Home school friendship is a strong bond that is keeping students from enrolling. The JVS should be promoted as a friendly place that provides for social interactions. School events should be sponsored to encourage social interaction (Ex. proms, dances, in school parties and assemblies, intramural sports, student government). Marketing pieces should address the issue of leaving your friends at the home school vs. increasing your friendship network at a new school.
3. The JVS needs to increase the amount of publicity showing placement rates and salaries of graduates. Students tend to think that graduates are not successful in getting employment after graduation.
4. The JVS needs to increase the amount of publicity showing scholarships students receive towards college as well as data on those going on for higher education.
5. When marketing the JVS, efforts need to concentrate on the idea of preparing for a career ladder. Indicate that vocational education can be a step up the ladder to a career and that further education may be needed to advance higher up the ladder. Promote the fact that students in vocational programs frequently do continue with their education.
6. Ideally, high school scheduling should be flexible enough to allow the college bound student the opportunity to explore vocational education courses for enrichment, exploratory or investigative purposes.

7. New vocational education offerings should be considered for the Springfield-Clark JVS. Additional marketing should be done to explore employment possibilities and interest in the programs. New courses to consider adding include: Child Care and Development; Law Enforcement; Aircraft Flight Training and Operations; Computer Repair and Maintenance; Graphics, Printing and Computer Layout; and Banking and Finance.
8. High school students could benefit from addition career guidance and career decision making. Efforts should be increased to implement addition time spent with students on making their career choices. Middle school and early high school aged youth should be targeted for this effort.
9. Comprehensive high schools should sponsor tours of the JVS for all students prior to or during the sophomore year of high school. Students should be introduced to all program offerings. Opportunity for "hands-on" visits should also be make available for programs that interest the student.
10. Administrators need to give more leadership and resources toward the improvement of the public relations program at the Springfield-Clark JVS.
11. Public information should be directed at giving information to students and parents that vocational education can serve as a pathway to the work force, technical school or a four year college.
12. Innovative programs could be designed to allow students an opportunity to enroll for a portion of the vocational program and exit upon meeting their educational needs. A

modified open entry-open exit program needs to be developed. Semester and single period courses could be considered as student electives.

13. Increased efforts for articulation agreements need to be written and publicized, leading to advanced placement in technical schools and four year colleges.
14. Career orientation programs are needed in the junior high school level to ensure the enrollment of all students who desire vocational training.
15. Increasesd efforts at marketing vocational education should be made. Segment activities toward the students and their mothers.

Recommendations for Further Research

1. Additional marketing research is needed to validate the need for additional employees in the surrounding geographic area for vocations in child care; law enforcement; aircraft flight training and operations; accounting; computer programming; computer repair; and grapics, printing and computer layout.
2. Additional research is needed to explore the friendship bonds that keep students from leaving their home schools.
3. Additional research is needed to explore the mother-child relationship to determine how to use the mothers' influence to encourage enrollment in vocational education. One also needs to determine how she arrives at her images of vocational education.

4. Additional Research is needed to determine if increased graduation requirements and increased college entrance requirements have made a significant impact on enrollment in vocational education.
5. Additional research is needed to determine what pre-college vocational courses would be most suitable for future accountants and computer programers.
6. Additional research is needed to study other additional student characteristics of those enrolled in academic and general curriculums.
7. A similar image study could be designed for students at the 7th-10th grade level. The purpose would be to determine when images of vocational education are formed and what those images are. A follow-up study on these same students could be taken when they reach the 11th grade to see if images change.
8. A follow-up study on this 11th grade sample could be designed to see if any students enroll in vocational courses during their 12th grade or enroll in a technical school after graduation.
9. One could explore reasons why students enroll in vocational education at their home schools and at the Springfield-Clark JVS. The reasons given can be compared with the results of this study.
10. One can study the student characteristics of those currently enrolled in vocational education at the home school as well as at the Springfield-Clark JVS. Characteristics to examine would include: grade point average, class rank,

socioeconomic status, honors earned. Comparisons can be made between students enrolled in general and academic curriculums.

11. A model needs to be developed in order to administer vocational education for students in dual vocational and academic curriculums. Further study is needed in order to establish how these programs will be scheduled and delivered.

Discussion

The researcher has made an attempt to describe images that students at each of the nine home schools have of vocational education and of the Springfield-Clark JVS. Those images are mixed: positive, negative and neutral. When students think about vocational education, they mostly comment about negative images. They perceive that vocational students are not very bright and cannot afford to attend college. They also see these students as trouble makers. With 46.7% of the thoughts about vocational education being negative, one needs to be concerned. Likewise, we need to think about the students' negative image of the Springfield-Clark JVS. Those images of the JVS parallel with those of vocational education. Opinions of the respondents indicate that they also view JVS students as trouble makers. Many feel that the JVS doesn't have anything to offer them. Some view the courses as not challenging, but rather an easy way out.

Needless to say, these images are not favorable. They can do and are doing damage to enrollment in vocational education. We need to study these images and discover if they are based on

truth or rumors. Each one of these negative images is a perceived barrier for student enrollment. Administrators need to face these images and discover if they are justified and indeed true about vocational students and programs. If these statements are not true, then major efforts need to be taken to correct these claims. Public relations activities need to be put into place to address the misconceptions.

If these statements are true, then major changes are needed to offer programs that people need, that challenge and that attract reputable students.

We should also be troubled by the 15-17% of the students' thoughts that are neutral about vocational education and the Springfield-Clark JVS. This indicates a need for promotion and marketing efforts to be increased. Too many students have not thought about or know anything about vocational education and the JVS.

Data support this neutral image when one looks at the percent of students who had toured the Springfield-Clark JVS prior to their junior year of high school. Only forty-seven percent of the students said they had been on a tour. Fifty-two percent had not had a tour. How can an image be formed if the building and programs had not even been seen? It is apparent that students are forming images from what they hear and read, rather from what they see from a first hand experience. Significant improvements in image building can be made if more students experience the JVS and are given a positive first impression. A first-rate tour for all sophomores in the VEPD would be a good start.

This study has also made clear the reasons students are not enrolling in vocational education and the Springfield-Clark JVS. The evidence indicates that students who are preparing to enter college perceive that they cannot fit vocational courses into their schedules. They also believe that vocational courses do not prepare them for college. They see vocational education limiting their career choices. They also do not want to change schools nor leave their friends. As for the JVS, students feel that their home schools will better prepare them for college. If students value a college education, they will stay at their home schools and be in an academic curriculum. Thirty-six percent of the sample plan on enrolling in a four year college. Four percent are even considering a professional or graduate school. Another ten percent plan on enrolling in a two year technical school. Fourteen percent plan on some type of post-secondary education but are not sure where. Only eleven percent of the students do not plan on continuing their education beyond high school. Is it any wonder why students are concerned in choosing what courses they take in high school in order to prepare for college? Is it realistic to believe that 64% of this sample will go on to post-secondary education? Do that many students really have the academic ability, financial backing and educational plans necessary to continue their education? What percent of last year's graduating class at each of the feeder schools actually went on to post-secondary education? How many will get a B.S. degree? Are students being realistic about the world of work, tuition costs and college entrance academic requirements? These questions are posed for consideration by administrators and

guidance counselors. Further exploration is needed to discover students' aspirations beyond high school.

Students feel that vocational education has nothing to offer that interests them. Seventeen percent of the reasons for not enrolling in vocational education fell into this category. Yet, when asked what future occupation the students have selected, many indicated a profession that they could have prepared for in a high school vocational program. Examples include: accountant, business person and computer programmer. Why then did students still not choose to enroll?

Perhaps they do not wish to dedicate two years in a joint vocational school towards that career. Perhaps they did not wish to limit their career choice at such a young age. Or perhaps they just wanted to leave their options open.

There are other explanations that justify why existing vocational programs are not interesting. Maybe it's because what we are offering is dull and boring or is presented in that manner. Maybe it's because we are offering programs that train students for boring jobs. Maybe we are training for jobs that no longer are in demand or are very low paying.

Another possibility exists to answer the question, why aren't students interested in our offerings? Perhaps they never really saw all that vocational schools had to offer. Again remember the previous discussion about touring the JVS. Perhaps if they did go on a tour, they were only exposed to one or two programs. Perhaps they only saw program brochures on a few programs. Perhaps they saw nothing and read nothing and use the lack of knowledge about program offerings as an equivalent to a

lack of interest. Perhaps we will never know the answer to this question.

There is more work to do in order to recruit more students into vocational education and the Springfield-Clark JVS. These programs must meet students' needs. If college is their need, then we must modify the administration of our programs to allow the college bound student a chance to participate. If we aren't meeting their needs because we offer no programs of interest, we need to change. Market research should be able to answer these questions.

Once we modify our program offerings and the administration and delivery of vocational education, we need to get our message delivered. Educators should target marketing efforts toward the students and their mothers. Mothers and friends were influencers on making a decision to not enroll in the Springfield-Clark JVS. Mothers' groups need to be approached to inform them of the benefits of vocational education.

Many challenges have been offered in the recommendation section of this research report. The problems have been identified and solutions have been suggested. An enormous amount of energy and study will be needed before the recommended changes can all be implemented. The policy changes will be controversial and meet with some resistance. These changes are needed in order to better serve and educate students in this VEPD. It is essential that the nine feeder high schools work in collaboration with the Springfield-Clark JVS in order to serve the vocational needs of students. I hope that this information will be interpreted and used by the administrative staff at each of the

ten schools involved in this study.

As with many pieces of research, this study probably unveils many questions as well as provide answers. The intent was purposeful. By posing questions in advance and finding answers to those questions, better decisions can be made.

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APPENDIX A

CURRICULUM CHOICE CLASSIFICATION GUIDELINES

Curriculum Choice Classifications Guidelines

Vocational Curriculum

A student enrolled in this curriculum has spent a considerable proportion of time in vocational course work as compared with the basic skill development that is presumed to be the major function of academic and general education. Vocational students take a substantial number of courses in vocational education and develop a concentration in one area. The average vocational concentrator will have spent about 10 percent of his or her school time in vocational courses. Students who concentrate in a vocational specialty average 6.3 Carnegie Units of vocational course work upon graduation from high school. A concentrator is defined as a person who does not necessarily use all electable credits in the vocational specialty, but uses a substantial majority of them.

The vocational student, as a junior in high school, will have been enrolled in at least 2 continuous years in a vocational specialty program area. It is realistic that the vocational student, as a junior, will have accumulated 2 - 2.5 Carnegie Units of vocational course work. Vocational specialty program areas include: vocational agricultural education, home economics education, business education, marketing education, trade and industrial education, and health and safety services education.

Academic (College Preparatory) Curriculum

A student enrolled in this curriculum is taking coursework to prepare for entry into a 4 year college or university. In October of their junior year they usually take the PSAT, while in the Spring they will take the ACT or SAT. These tests are required for admission into major colleges and universities. Courses selected by students enrolled in an academic curriculum include: chemistry, physics, algebra, geometry, biology, advanced math, advanced science and/or foreign languages. Academic track students average 2.7 vocational credits upon graduation from high school.

General Curriculum

A student enrolled in this curriculum is taking coursework of a general nature in order to earn enough credits for graduation. Courses selected by students enrolled in a general curriculum include: consumer math, general math, general science, life science, earth science, industrial arts, general accounting and/or typing. General track students average 4.6 vocational credits upon graduation from high school.

APPENDIX B

STUDENT QUESTIONNAIRE

_____ General
_____ College Preparatory

Student Questionnaire

Purpose

By carefully filling out this questionnaire you will provide valuable information which will assist high school counselors in helping future students to make their curriculum choice.

Directions

Answer each question as accurately as you can. Many questions can be answered by circling the item that best describes your situation. Some questions will require a written response. If you do not understand a question, raise your hand and your teacher will help you. All answers are completely confidential.

****

Q. 1. What is the name of your home school? _____

Q. 2. What is your sex?

1. Female
2. Male

Q. 3. What is your race?

1. Asian
2. Black
3. Hispanic
4. Native American
5. White (Caucasian)
6. Other _____
   Please List

Q. 4. Where do you live?

1. On a farm
2. In a rural area, but not on a farm
3. In a suburb of a town or city
4. In a city or town

Q. 5. In what grade of school are you currently enrolled?

1. 9th grade - freshman
2. 10th grade - sophomore
3. 11th grade - junior
4. 12th grade - senior

Q. 6. Think back to the time when you decided what classes to take in high school. What were your reasons for <u>not</u> choosing to enroll in a vocational education class? **(List most important reasons first)**

1. _____

_____

2. _____

_____

3. _____

_____

Q. 7. Again, thinking back to the time when you decided what classes to take in high school, how informed would you say you were about vocational classes offered at your home school?

1. Not informed at all
2. Slightly informed
3. Very informed

Q. 8. Did you ever seriously consider enrolling in vocational classes at your home school?

1. Yes
2. No

Q. 9. Now, think back to the time when you decided what classes to take in high school. These questions are about some of the things that may have concerned you. Read the reasons listed below and indicate your extent of concern for each item. That is, why did you <u>not</u> enroll in a vocational program at your home school.

The categories are:

1 - No Concern
2 - Little Concern
3 - Some Concern
4 - Great Concern
N/A - I did not think about it

(Circle **ONE** response per statement)

Example. Vocational education is too easy . . . . . 1 (2) 3 4 N/A

Reasons <u>not</u> to enroll in vocational education at my home school.	Extent of Concern None → Great				
a. Image of program quality	1	2	3	4	N/A
b. Image of teacher quality	1	2	3	4	N/A
c. Membership in the vocational youth organizations (i.e., FFA, FHA/HERO, VICA, DECA, OEA)	1	2	3	4	N/A
d. Scheduling problems	1	2	3	4	N/A
e. Graduation requirements	1	2	3	4	N/A
f. Career choice limitations	1	2	3	4	N/A
g. Behavior of vocational students	1	2	3	4	N/A
h. Academic ability of vocational students . .	1	2	3	4	N/A
i. Association with vocational students . . .	1	2	3	4	N/A
j. Teachers' opinions of vocational students .	1	2	3	4	N/A
k. Other students' opinions of vocational students	1	2	3	4	N/A
l. The cost of vocational education.	1	2	3	4	N/A
m. Plans to attend college	1	2	3	4	N/A
n. Difficulty of vocational courses	1	2	3	4	N/A

Q. 10. **Describe your thoughts when you think about vocational education.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Q. 11. Have you selected your future occupation or career?

1. Yes

2. No

Q. 12. If YES, please specify future occupational or career goal:

_____

Q. 13. Have you ever attended classes at a vocational school (JVS) on a regular basis?

1. Yes

2. No

Q. 14. Did you tour the Springfield-Clark JVS prior to your junior year of high school?

1. Yes

2. No

Q. 15. Did you ever seriously consider attending Springfield-Clark JVS?

1. Yes

2. No

Q. 16. Describe your thoughts when you think about the Springfield-Clark JVS.

Q. 17. Think back to the time when you had the opportunity to attend the Springfield-Clark JVS. These questions are about some of the things that may have concerned you. Read the list of reasons listed below and indicate your extent of concern for each item. That is why you <u>did not enroll in the Springfield-Clark JVS.</u>

The categories are:

1 - No Concern
2 - Little Concern
3 - Some Concern
4 - Great Concern
N/A - I did not think about it

(Circle **ONE** response per statement)

Example. The JVS was too far away. . . . . 1 2 (3) 4 N/A

Reasons not to enroll in Springfield-Clark JVS.	Extent of Concern (None → Great)	
a. The image of the JVS.	1 2 3 4	N/A
b. Association with students from the JVS . .	1 2 3 4	N/A
c. Difficulty with transportation to the JVS	1 2 3 4	N/A
d. Unwilling to leave my friends at my home school	1 2 3 4	N/A
e. Classes are out too late in the day at the JVS in order to work after school . .	1 2 3 4	N/A
f. Unable to participate in sports at my home school	1 2 3 4	N/A
g. Unable to participate in extracurricular activities (choir, band, drama, cheerleader, student council, etc.) in my home school	1 2 3 4	N/A
h. Loyalty to my home school	1 2 3 4	N/A
i. Home school will better prepare a student for college	1 2 3 4	N/A
j. The programs offered at the JVS	1 2 3 4	N/A

Q. 18. (continued)

1 - Greatly discouraged me
2 - Somewhat discouraged me
3 - Neither discouraged or encouraged me
4 - Somewhat encouraged me
5 - Greatly encouraged me

(Circle ONE RESPONSE per statement if YES is circled)

Extent of Encouragement

(Circle yes or no contact)

	Greatly Discouraged				Greatly Encouraged
d. My mother/female guardian					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
e. My brother(s)/sister(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
f. A relative other than my parent(s)/guardian(s) or brother(s)/sister(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
g. My counselor(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
h. My teacher(s)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5
i. My athletic coach(es)					
1. No contact					
2. Yes ——————————>	1	2	3	4	5

Q. 18. Please indicate by circling **yes** or **no contact** if you discussed with the following people your decision to <u>not</u> attend the vocational school. If yes is circled, then indicate to what extent, if any, you were encouraged or discouraged <u>to attend the Springfield-Clark JVS.</u>

The categories are:

1 - Greatly discouraged me
2 - Somewhat discouraged me
3 - Neither discouraged nor encouraged me
4 - Somewhat encouraged me
5 - Greatly encouraged me

(Circled <u>ONE</u> RESPONSE per statement if <u>YES</u> is circled)

Example. My next door neighbor

1. No Contact
(2) Yes ——————————> (1) 2 3 4 5

People I discussed with my decision to <u>not</u> enroll in Springfield-Clark JVS.

(Circle **yes** or **no contact**)

Extent of Encouragement

Greatly Discouraged — Greatly Encouraged

a. My girl/boy friend

1. No contact

2. Yes ——————————> 1 2 3 4 5

b. My friend(s)

1. No contact

2. Yes ——————————> 1 2 3 4 5

c. My father/male guardian

1. No contact

2. Yes ——————————> 1 2 3 4 5

Q. 19. Would you be more interested in attending Springfield-Clark JVS for a half day program if you could stay at your current school the other half day?

1. Yes

2. No

Q. 20. Would you attend a summer school program at Springfield-Clark JVS to prepare you for your career?

1. Yes

2. No

Q. 21. Would you attend a night school program at Springfield-Clark JVS to prepare you for a career?

1. Yes

2. No

Q. 22. If you could take additional math at Springfield-Clark JVS, would you be more interested in attending?

1. Yes

2. No

Q. 23. If you could take additional English courses at Springfield-Clark JVS, would you be more interested in attending?

1. Yes

2. No

Q. 24. If Springfield-Clark JVS offered a half day course on pre-engineering, would you be interested in attending?

1. Yes

2. No

Q. 25. What vocational classes would you like to see offered at Springfield-Clark JVS? Circle two.

1. Animal Production and Care of Horses
2. Hospitality Management
   - Hotel-Motel Service
   - Restaurant Operations
   - Travel Services
3. Child Care and Development
4. Warehousing and Materials Distribution
5. Appliance Repair
6. Aircraft Flight Training and Operations
7. Computer Repair and Maintenance
8. Diesel and Heavy Truck Maintenance
9. Masonry and Concrete Construction
10. Industrial Equipment Maintenance
11. Graphics, Printing and Computer Layout
12. Bank Teller and Occupations
13. General Merchandising
14. Legal Office Assistant
15. Stockbroker Assistant
16. Banking and Finance
17. Law Enforcement
18. Apprentice Training in Specialized Occupations
    - Foundry
    - Painter and Decorator
    - Plumber
    - Roofer
    - Sheet-Metal Worker
19. Other _____
    Please List

Q. 26. Do you plan to enroll in additional education beyond high school?

1. No
2. Not sure
3. Yes ——> What type of school?
   1. Professional or graduate school
   2. 4 year college
   3. 2 year technical school
   4. I do not know which I would attend.

Q. 27. Do you plan to enter the military (Ex. army, navy, air force, marines) after high school?

1. Definitely will enter
2. Likely to enter
3. Not sure
4. Not likely to enter
5. Definitely will not enter

Q. 28. **Which high school courses do you think will most help you to prepare for your future occupation?**

1. _____

2. _____

3. _____

Q. 29. **What classes not presently offered at the JVS would you like to see offered at your home high school?**

1. _____

2. _____

3. _____

Q. 30. If you could attend the Springfield-Clark JVS for a half day program, would you be interested in attending?

1. Yes

2. No

3. I don't know at this time. I need more information.